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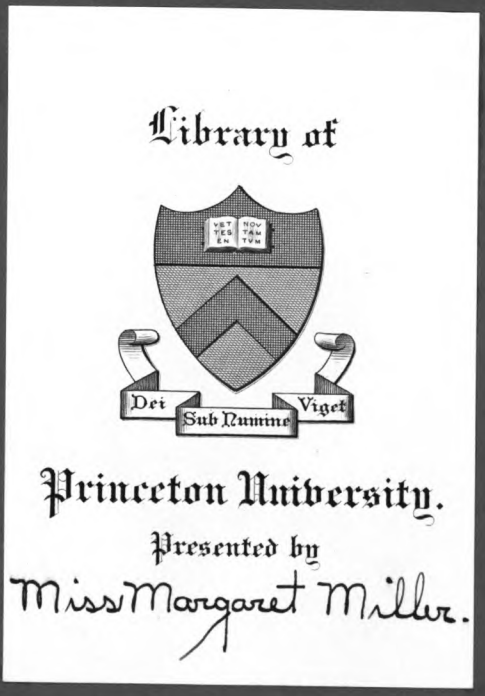
Pres. M. M. Miller



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VIRGINIA SCHOOL REPORT.

1876.

SIXTH ANNUAL REPORT

OF THE

Superintendent of Public Instruction,

FOR THE

YEAR ENDING JULY 31, 1876.

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COMMONWEALTH OF VIRGINIA.

OFFICE OF THE BOARD OF EDUCATION,

Richmond, December 1, 1876.

To the Honorable the General Assembly:

On behalf of the Board of Education, I have the honor to transmit herewith the Sixth Annual Report of the Superintendent of Public Instruction.

JAMES L. KEMPER,
President of the Board of Education.

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COMMONWEALTH OF VIRGINIA,

OFFICE SUPERINTENDENT OF PUBLIC INSTRUCTION,

Richmond, November 1, 1876.

To His Excellency JAMES L. KEMPER,
Governor of Virginia and ex officio
President of the Board of Education:

MR. PRESIDENT:

I respectfully submit herewith my Sixth Annual Report, which exhibits the increasing usefulness of our Public School System.

Your obedient servant,

W. H. RUFFNER,
Superintendent of Public Instruction.

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SIXTH ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION,

For the year ending July 31, 1876.

The local reports reached this office with their usual fullness, but they are greatly abbreviated in this Report in accordance with the intimation given last year that complete returns need not be published more than once in three years. Should more detailed information be desired on any point, it can be obtained from the reports on file.

The following brief summaries, as well as the written reports of our County and City Superintendents, show that the public school system has during the past year increased in usefulness and popular favor even more rapidly than usual.

SUMMARIES.

SCHOOL POPULATION.

Number between five and twenty-one years of age:

White	280,149	
Colored	202,640	
		482,789

SCHOOLS.

*Number opened:**

White	3,357	
Colored	1,181	
		4,538

* Counting each grade of one teacher in a graded school as one school.

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Average number of months taught		5.63
Number of graded schools (included in number reported above):		
White	111	
Colored	50	
		161
Number of Schools yet needed, which will average 15 pupils		848

PUPILS (BETWEEN FIVE AND TWENTY-ONE YEARS OF AGE).

Number enrolled:		
White	137,678	
Colored	62,178	
		199,856
Number in average daily attendance:		
White	80,521	
Colored	34,722	
		115,243
Number studying the Higher Branches:		
White	6,890	
Colored	492	
		7,382
Number supplied with text-books at public expense		3,717
Number over twenty-one years of age:		
White	513	
Colored	208	
		721
Percentage of school population enrolled:		
White	49.1	
Colored	30.7	
		41.4
Percentage of school population in average daily attendance:		
White	28.7	
Colored	17.1	
		23.9
Percentage of attendance on average monthly enrollment:		
White		76.3
Colored		75.4
Average age of pupils		11 years.

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Cost of tuition per month per pupil enrolled	$ 69
Cost of tuition per month per pupil in average attendance	1 20
Whole cost of public education per month per pupil enrolled	$ 87
Whole cost of public education per month per pupil in average attendance	$ 1 52

TEACHERS.

Number of teachers:

White males	2,495	
White females	1,489	
		3,984
Colored males	418	
Colored females	218	
		636
		4,620

Average monthly salary (from all sources):

Males	$ 34 95
Females	$ 30 37

SCHOOL PROPERTY.

Number of log houses	2,084
Number of frame "	1,824
Number of brick "	136
Number of stone "	31
Number with good furniture	1,750
Number owned by districts	1,499
Number built during the year	333
Value of school property owned by districts	$851,730 57

SUPERINTENDENTS OF SCHOOLS.

Number of County and City Superintendents of schools	94
Average salary of County Superintendents from State	$330 26
" " " " " County	195 58
" " " " " State and County, less incidentals,*	447 04
Average salary of City Superintendents from State	245 62
" " " " " " and City	886 87
Ditto from State and City, less incidentals*	1,118 74

* Incidental expenses are not paid out of public funds, but out of Superintendent's own private pocket.

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FINANCIAL SUMMARIES.

Amount received by Second Auditor from property and capitation tax during the year	$ 426,000 00
Amount received from interest on Literary Fund	48,596 22
Balance on hand August 1, 1875	32,887 98
Amount of apportionments in 1874–'75 unexpended by districts	1,767 61
	$509,251 81

COST OF THE SYSTEM FOR ALL PURPOSES TO ALL SOURCES:

FOR CURRENT EXPENSES.

For pay of teachers	$ 783,024 73
For rent, fuel, lights, and other contingent expenses	103,877 12
For pay of Superintendents	46,800 21
For pay of treasurers	*29,318 31
For pay of district clerks	16,118 69
Expenses of central office	6,519 18
Total for current expenses	$ 985,658 24

FOR PERMANENT IMPROVEMENTS.

For real estate, buildings and furniture	$ 83,013 05	
For school apparatus	1,008 27	
Total for permanent improvements		$ 84,021 32
Total expenses for all purposes		$ 1,069,679 56

Of this sum there was payable:

From State funds	$ 518,701 22	
From local taxation	473,778 35	
From Peabody Fund and private donations	77,199 99	
		$1,069,679 56

*This amount does not include the regular commissions for collecting and paying over the State school taxes to the Auditor of Public Accounts, for which the County Treasurer is allowed 5 per cent. on the first $10,000—the rate diminishing on larger sums. He is allowed 20 per cent. on capitation taxes collected after December 1.

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The gains over last year will be seen by the following

COMPARATIVE STATEMENT FOR 1875 and 1876.

	1875	1876
Number of schools—White	3,121	3,357
Colored	1,064	1,181
Total white and colored	4,185	4,538
Average number of months taught	5.59	5.63
Number of pupils enrolled—White	129,545	137,678
Colored	54,941	62,178
Total white and colored	184,486	199,856
Number of pupils in average daily attendance—White	74,056	80,521
Colored	29,871	34,722
Total white and colored	103,927	115,243
Percentage of school population enrolled—White	46.2	49.1
Colored	27.1	30.7
Percentage of school population in average daily attendance—White	26.5	28.7
Colored	14.7	17.1
Number of teachers employed—Males	2,711	2,913
Females	1,551	1,707
Total males and females	4,262	4,620
Total cost of public education to public funds	$ 944,164 55	$ 992,479 57

It may be seen that the gain in attendance was 15,370. Last year the gain over the year previous was 10,611. So that in two years the gain has been nearly 26,000 pupils. We have now almost 200,000 children in the public schools, which with those attending private schools shows an educational progress which augurs most favorably for the future development of the State. Besides the gain in enrollment there was also an improvement of 2 to 3 per cent. in the regularity with which the pupils attended school. The cost of instruction was 69 cents per month for each pupil enrolled against 70 cents last year—a fact which does not necessarily imply a reduction in the pay of teachers, for the increased attendance in small schools would itself reduce the average cost, because there is no increase of the total cost of such schools. The colored pupils, though not yet equal, have gained relatively on the whites in enrollment and also in average attendance. There were 333 new school houses built this year

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against 292 last year. About one third of the school houses are now owned by the districts.

I have every reason to believe that the school funds have been honestly, economically, and in most cases judiciously administered by the local authorities. Moreover, there has been increased attention given to the improvement of teachers and school appliances. The systematic training of teachers is a subject that cannot much longer be postponed. Some of our best superintendents and teachers are personally laboring in this cause with a resolution and self-sacrifice truly admirable: but our schools can never become satisfactory until the State takes the matter in hand.

Peabody Money.

Our receipts from this source have diminished from $38,875 in 1874 to $19,800 in 1876, and there is reason to apprehend a still further reduction in future years. We have been receiving more in proportion to our population than the other States for which the fund was designed because we were in a better condition to make good use of it. Other States are now becoming better organized. The policy toward which the Peabody Trustees is tending, is to use the money chiefly for training teachers, and those States which show the most enlightened zeal in that direction may expect liberal appropriations from the fund.

SCHOOL FUNDS NOT PAID OVER.

Last winter as is generally known the fact was brought to light that every year a considerable part of the State funds belonging to the public schools had been used for the general purposes of the government; and that the deficiencies had by that time amounted to something like $400,000 (now said to be less). Although no well informed person supposes that any one committed intentional wrong in the matter, yet the people were deprived to that extent of the means of education, and the effect on the public mind was painful. The matter is mentioned here with the hope that something may be done to replace the misapplied funds, and to render impossible the continuance or the future recurrence of such diversion of funds sacredly devoted to education by the constitution and laws of the State.

THE MACHINERY OF THE SCHOOL SYSTEM.

Our School System presents to the external observer an appearance of cumbersome complexity, and its searching regulations are annoying to some school officers and teachers. And knowing how naturally the spirit of the martinet creeps into every systematic administration, I am constantly watching

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against its intrusion, and striving to simplify our machinery. It is impossible to carry on with safety and vigor a great public work like that of universal education without a great deal of supervision and systematic management; and the only question is whether in our Virginia system we have too much of these.

It is probably known generally that the main features of our school system are dictated by the State Constitution, which prescribes the number and character of the school officers and their terms of service, also the sources of school money; and fixes a minimum of property tax by the legislature. There is, however, so far as I know, no difference of opinion among persons who have examined the subject as to the necessity for these officers. Our local superintendents are relatively less numerous than usual, and our trustees much less numerous than is common in other states. In many states, and formerly in all states, there was a school board of three trustees to each school house; by which plan we would have over 12,500 trustées instead of 1371 which we actually have.

The trustees manage the property and revenues of each school district, which in Virginia corresponds in boundaries with the magisterial district. School houses and their educational appliances are not only necessary incidents to education, but the character of these material provisions greatly influences the educational result.

The state law is the original source of all the regulations of the school system, and it requires the Board of Education, the Superintendent of Public Instruction, and the local officers to make such detailed regulations as will give practical effect to the larger requirements of law. These regulations and business forms are necessarily numerous, and sometimes strict, because of the magnitude and varied character of the interests concerned. The school system like the state government is tri-partite in its organization, consisting of state, county, and district interests and organizations; and it has jurisdiction over corresponding money and property affairs, and over the much larger and more difficult subject of school government and practical education in all the schools. To coördinate all these forces and interests so that there shall be security, vigor, and growth is no light affair, and requires forms, reports, and regulations corresponding to the vast and complicated subjects to be managed. To the superficial observer there will of course appear to be an unnecessary complexity and particularity in the operation, just as seems to be the case in the management of a great factory, an army, or a railroad: but in fact the safety and effectiveness of all these great organizations are largely dependent upon those very regulations which we speak of as "red-tape" and "circumlocution."

There is always room for improvement, however, and those who have charge of the school system should never cease to study their methods, and

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never be driven by criticism either to change contrary to their own judgment, or to refuse to change because the suggestion comes from others.

THE QUALITY OF OUR PUBLIC SCHOOLS.

Primary education has entered a higher sphere in Virginia. Well-informed persons, even if unsympathetic, admit this with respect to the schools in many of our larger towns and cities. Teaching in these schools is a distinct science reduced to successful practice. The mechanic arts have not more improved in fifty years than has the art of teaching, and the best methods are now employed in many of our public schools.

But whilst this cannot be denied, objectors turn upon our country schools and pronounce them a failure. If they are a failure, how are we to account for the fact that they are increasing in number and in popularity, and that competition is dying out, *especially* in the rural districts? Are our farmers and planters so given over to ignorance and paternal indifference that they cheerfully send their children to worthless schools! Would that the Virginia Legislature, like the English Department of Education, could order a universal competitive examination of all the primary schools of the State, public, private, and denominational. And the result here would be, as it was in England, to stop criticism of that sort.

If we have poor schools in Virginia, it is because Virginians cannot make good schools: and nobody believes that! If we had not in the State men and women, who can or will teach school tolerably well, or if the superintendents of schools were a batch of incompetents, or the school trustees a set of ignorant dunces, then poor schools, and only such, could be expected. But does anybody believe that this is the case in Virginia to-day? If the men who have charge of school affairs cannot judge of teachers, who can? Our teaching material on an average would certainly be better if the pay were better and the school terms longer, but probably no State since the fall of Poland has had so many cultivated men and women ready to teach school or do anything else for small pay as has Virginia now. They would teach better with more professional training; but the material is good, not often equalled in any State, certainly never in Virginia in former times—as I shall presently show.

As to the ability of a public system to furnish superior schools to the people none can doubt who know either the history of education or its present condition among the nations. But the sharp demonstration of fact is sought to be blunted by the most surprising of all the surprising declarations yet made concerning the public school system, namely, that it is not suited to a sparsely settled country. Whereas manifestly—manifestly to any man who will think about it fully and fairly—it is peculiarly suited to a sparsely set-

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tled country—in fact the *only* feasible system in such a country. What other method can *possibly* equal that in which *all the people unite* in forming schools! And in which the richer sections help the poorer! A few rich men here and there might establish schools chiefly at their own expense, and admit the children of their poorer neighbors, as used to be done in Virginia—and these may be good schools—but how little impression do they produce upon the mass of the population! The few are accommodated—the many are left more hopelessly ignorant than they were before. It is the memory of these exceptionally good schools—such as were usually intended to fit the sons of planters for college—that with many critics are made the tests by which our country schools are tried. Of course our average country teachers do not equal college graduates in scholarship—but how many college graduates ever did teach the primary studies in Virginia? Not many—would that there could be more! But those happy days are past when half-a-dozen planters could employ an A. M. of the University to teach a little neighborhood school. Unfortunately now in most cases this noble class have lost their ability, and are only too glad to have the public schools for their own benefit.

Russia, one of the most sparsely settled countries in the world, is not discouraged by this aspect of the case. And Sweden, which has one of the best school systems in Europe, and which is attracting more attention at our Centennial Exposition than any other country, has a third less population to the square mile than Virginia has. So very scattered is the population in some parts of Sweden that the authorities have employed a system of ambulatory schools which I have not heard of elsewhere, and they are succeeding wonderfully in educating the people, and so will we succeed in educating our people when some of our present hindrances are removed.

The ordinary law of supply and demand, which has never succeeded in generally educating any people, is peculiarly feeble in a scattered population where spontaneous coöperation and sympathy are feeble as to every common interest, and where only active coöperation can overcome the natural difficulties existing. A population that is both scattered and poor must be given over to hopeless ignorance unless rescued by the Commonwealth—yes, mark you, by the *common wealth!* whose very name embodies the principle of public education as it does of all public taxation and expenditure.

Whilst the planters' schools generally had good teachers, a large proportion of Virginia primary schools in former days were miserably poor, and often demoralizing. Every college-bred man of fifty years of age can recollect how deficient in the elements of education were even his fellow-students (if not himself) in large proportion, and how the professors and public ora-

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tors (as for example our present able and honored governor) used to groan over the low state of primary education in Virginia.

The following are a few of the complaints of our fathers in reference to the bad schools of their days. A most intelligent writer in Dr. John H. Rice's Literary and Evangelical Magazine, speaking of education in our Southern States, gives this testimony in 1821:

"In no civilized country perhaps in the world are good teachers more rare or less encouraged. And the reason is plain: the demand for them is not regular and steady. The most of the tolerably reputable and decent schools are conducted by young men whose only object is to procure money to enable them to study a more respected if not a more profitable profession. Hence they set themselves up to the highest bidder for the time." (Vol. 5, p. 135.)

Another writer, in 1823, in same magazine, says:

"What sort of men are our common eight and ten dollar teachers? I venture to say, in many cases, men who deserve to be whipped for presuming to undertake the office—men without knowledge, taste or morals—men who do not know how to write, read or even spell the English language, who are too proud to beg and too lazy to work." (Vol. 6, p. 430.)

James M. Garnett, Esq., a very eminent educator, and a very influential citizen, in a public address in 1841, says:

"The fact should not be concealed that a large portion of the teachers are utterly incompetent, even if they were willing to render the services expected of them. * * * But the time has come when we must all do something towards changing this fearful state of things for the better, or an awful responsibility awaits us. I have often contemplated the signs of the times with reference to popular education with the deepest sorrow, the most melancholy anticipations; and scarcely a ray of hope has dawned on my mind until the people themselves began to cry out for reform—aye, radical, efficient, permanent reform. This cry has, thank God, been too loud and too general for their legislators any longer to disobey its imperative requirements."—(*Southern Literary Messenger*, 1842.)

The Second Auditor who formerly apportioned the proceeds of the Literary Fund, and received reports from every county, repeatedly alluded to the large number of incompetent and often immoral persons who were teaching the schools. In his Report to the Legislature in 1838, he says:

"Much objection to the system has been made on the score of the incompetency and disreputable character of many of the teachers employed in various parts of the State. It is much to be lamented that a worthless character should be countenanced under any circumstances. The benefit derived from the acquisition of knowledge under such persons is more than outweighed by the corruption which may be engendered in the hearts of their pupils."

In 1841 Dr. Henry Ruffner, President of Washington College, submitted

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to the Legislature a plan of public instruction very similar to our present system (which, however, I never saw until within twelve months), and in arguing for supervision of schools, he says:

"Great care should be taken to prevent our youth from falling into the hands of immoral or incompetent men. Many such now go about as schoolmasters—some of them lazy, drunken, unprincipled vagabonds—who impose on illiterate and incautious parents by crafty pretensions, and gain employment by offering to work cheaply."

The year following, Gen. F. H. Smith, of the Military Institute, offered a plan for a public school system, in which he also alluded to the incompetency and immorality of the primary teachers, though in language less direct and pointed. Prof. Geo. E. Dabney about the same time complains in the Southern Literary Messenger of the same evil. Many of the governors also in their messages complain of the bad primary teaching done in the State.

These testimonies sufficiently indicate the wretched condition of primary instruction in Virginia before the advent of our present system. Were I able at present to discuss the subject fully, I could show by the clearest reasoning and amplest testimony that our experience was the philosophical result of our too great reliance upon the supply and demand principle—ignorant masses naturally demanding ignorant teachers, and outvoting the more intelligent part of the population—and that all other nations who did as we did also suffered as we suffered. England is a fine example, which I should like to describe in full—her poor private and church schools followed and beaten in competitive examination by even her raw young public free schools—but I must pass on and inquire what Virginia has now done to protect her people from this sort of imposition so long practised on them—and to give them sound and elevating instruction.

In the first place, the law required the absolute extirpation of that worthless class of so-called teachers from whose impositions the people had suffered from time immemorial. Every candidate for a teacher's place in the state schools was required to pass a rigid examination as to ability, attainments, character, and manners—a double ordeal, first before the county superintendent and then before the school board. With faithful officers, immoral teachers in the public schools are an impossibility, and there must be at least a respectable degree of competency; there will certainly be employed the best teachers to be had, and under the proper operation of the system there must be a progressive improvement in the teachers year after year. The worst are dropped and better ones substituted; the standard of examination raised each year as fast as the improvement of the teachers will allow; the schools inspected; the teachers required to report their

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work every month, and periodically gathered for professional instruction, debate, and drill; and all means employed to promote growth and enthusiasm.

This system has produced a superior class of teachers in other states and countries: why not in Virginia? If practically it has not done so hitherto, it is only because it has not been properly administered—or else the necessary means have not been furnished. In either case the remedy is at hand. The chief remedy is the systematic training of teachers. If that were done the rest would naturally follow. Superior teaching wins the way. Money, school houses, apparatus—everything needed follows almost spontaneously. But each will bring the other in the long run. Good teaching will bring good pay, and good pay will bring good teaching. The cheaper and quicker and better way, however, is first to work on the teachers—and that doctrine I have been urging for six years. No one pretends that our teachers generally have reached a high grade of professional ability, but we do contend that there has been a vast improvement in the average teacher as compared with former times.

Our public misfortunes have given us command of material—of cultivated ladies and gentlemen in great numbers—such as in former times was rarely found in this occupation. And because this is one of the vocations which a lady can follow without losing caste, a higher grade of female talent and cultivation can be commanded for school-teaching than any other occupation, small though the pay be. And our school superintendents being usually cultivated gentlemen, who know how to choose between education and refinement on the one hand, and ignorance and coarseness on the other, it would be very strange indeed if our public schools were not stocked with the most desirable teachers the country affords. It is known to those who have attended to the local reports that in the beginning of the school system the primary teachers then acting in the state with rare exceptions applied to the school authorities for license to teach in the public schools, and that whilst all who were qualified were gladly received, a large portion—and some of them old teachers—were rejected on account of their incompetency or bad character. And the selected teachers from that day to this have been under training; and it may safely be affirmed that in every county where there has been a zealous superintendent, the average style of teaching has advanced year by year.

It is well known that private teachers are never allowed to do their best—being controlled by the whim of patrons, on whom they are dependent: and private means are rarely adequate to the necessary incidental appliances for successful teaching: and private schools are not susceptible of the systematic regulations as to classification, studies, and government, which are characteristic of public schools. So that with equal teaching ability the public schools have great incidental advantages. But we have

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no right to boast. Enough has been gained to encourage, but we are still far, far below what may be attained. And if all good citizens would help, and fewer would hinder, our children would receive constantly increasing benefits from the public school system.

THE HIGHER BRANCHES.

Another erroneous idea is that our school system tends to damage secondary education. There were never so many scholars pursuing the higher branches as there are now in Virginia—probably never *more than half* the number there is at present. It is impossible to determine with minute accuracy how many students, who in former times attended the academies, or elsewhere, pursued the studies usually taught in academies or high schools: but after comparing the census tables of 1850, 1860, and 1870, I think that 6000 would be a liberal allowance for the counties now constituting Virginia. In 1870 the number was below 5000, who were studying the higher branches.

How was it in 1875? Our school statistics show 5,026 as the number attending *private* high schools, and 6,794 as the number studying the higher branches in *public* schools. This does not look as if secondary education were dying out in Virginia: or as if it were even "temporarily" suffering.

The real question for Virginia educators, and all other educators, to grapple with, is not as to the numerical extension of secondary education, but as to its contents. Virginia boys take to the higher branches as young ducks do to water: but it is a blind instinct which neither their fathers nor their teachers can always direct wisely; because the whole matter of academic studies is confused. Before the true province of the secondary school can be ascertained there is this fundamental question to be settled, viz., Is a true educational course one and the same for the boy who breaks off at the second book of Cæsar to go to the plough or the plane, and the boy who goes on through college into law or theology? Is it educationally right for all children to fall into ranks in the alphabetic grade, and march together year after year as long as they go to school at all; each one dropping out at any point on the road where it suits his convenience to leave, and all without reference to the pursuits of those who are marching? There is no reference here to those variations which must in practice be made to suit particular cases, but only to that theoretical line of study which constitutes the body of a regular education, nor does it touch the question of technical schools, but only the ordinary straight-forward course of study that all enter upon.

The question is one of great practical importance to all educators, and to none more than to public school authorities. I have no thought of arguing

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it here; but will explain it sufficiently to show where lie the dangers. The impression is common that the private academy is better adapted to prepare boys for college than the public high school; and in fact there may have been grounds for this impression in the practice of school authorities. President Eliot, of Harvard, says that his institution gets but few students from the public high schools, and he thinks that this is true of the colleges and universities generally. Such testimonies ought not to be despised, and we should seriously consider whether the public system tends in practice to assume the form of a truncated cone, and if so, why?

The school authorities have before them the undeniable fact that the great majority of the youth who attend the high school will under all circumstances pass directly into business life; and from that fact naturally springs the question, Is it better for these boys and girls to follow steadily the regular track which leads into college without anticipating anything, and of course leave school finally in ignorance of all that properly belongs to the higher institution: or on the other hand should they be allowed to dip into all the branches of a course, and even by means of epitomes to traverse in a superficial manner the entire college course, so that when they go forth they will enjoy something of the feeling of a college graduate? The latter alternative is the popular one, but is it the wiser? Its almost certain result would be to quench aspirations for higher attainments, and thus produce the state of affairs charged by President Eliot. But even that might be justifiable if the crowded and superficial course were best for the nine-tenths who will at any rate break off study with the high school. But is it best for the nine-tenths? There is the vital point of the whole discussion. To this let our educators turn special attention. My own mind is clear and firm that the public high school should occupy exactly the place of any other high school or academy: that this is best for the many who go no further as well as for the few who go on. The reasons for this I hope to give at some future time. Suffice it to say here that a course of study should from the beginning embody what have been called "information studies," as well as disciplinary studies, and if this course be properly constructed, it will give better results on the pupil than any possible enlargement of the information feature at the expense of the disciplinary, or any skimming over an increased surface of the disciplinary studies whereby their gymnastic power must be weakened.

THE COST OF WORKING THE SCHOOL SYSTEM.

This should be a subject of constant study, not in a "penny-wise-pound-foolish." spirit of retrenchment, but in order to guard against imposition and waste, and to make sure of that wisely proportionate relation among the various expenditures which produces the best results to be obtained by

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the total sum employed. The reaping machine must have horse-power, driver, and lubricating oil, and a corps of binders; and good management consists in having neither excess nor deficiency in any one of these departments, but in so proportioning and organizing the parts of the operation, that the main object, the harvesting of the grain, may be carried forward with success as well as economy.

It is highly probable that some of the incidental expenses of our school system may be reduced without weakening its effectiveness as an educational agency. The pay of teachers is certainly not excessive. The expenditures for school-houses and their appliances have been sufficiently moderate. There may have been a few cases where a more rigid economy might have been observed in this respect, but perhaps even this abatement is not called for.

Passing to the pay of revenue and school officers, we have in the statistical reports a full statement of amounts paid to school officers, but only a partial statement of what is paid to county treasurers from the school funds. I receive in the local reports statements of only the commissions which are allowed in the counties; but I get no report of the large item of commissions settled with the Auditor of Public Accounts. Under the present law the county treasurers may receive seven per cent. on a considerable part of the State school funds, and 20 per cent. on capitation tax paid after December 1st. They are allowed five per cent. for collecting and paying over all the State property and capitation tax (one-fifth of the property tax and all the capitation tax being school money) of the first ten thousand dollars, and diminishing rates on sums in excess of that amount. Then for disbursing these same taxes after they are returned to the counties, they may receive two per cent. additional—making in all *seven per cent.* on the property tax, and *twenty-two per cent.* on the capitation tax; that is, on so much thereof as above stated, which I presume covers the great bulk of the revenue.

The same is true in the main of county taxes; the local school reports show only what the treasurers received of commissions allowed in the counties. If to this could be added the commissions allowed by the Auditor of Public Accounts, it would probably be seen that this branch of incidental cost is one-half, perhaps two-thirds, as great as the entire cost of administering the school system.

Treasurers not being school officers, I have not deemed it any part of my business to examine into their fees and emoluments, and therefore am not prepared to express an opinion as to whether or not it is necessary for so large a proportion of the school funds to be absorbed in this way. By reference to our tables, it will be seen that there are some striking inequalities in the pay of treasurers.

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The amounts received by our District Clerks have also been complained of, though with much less reason. Last year (1874–5) their pay was larger than usual because it was the year for taking the census of school population—a service for which the law expressly allows three cents a name. At legal rates it might be expected that the census would have cost about $14,500; but although that item is not given separately in the reports sent to my office, it is evident that it did not cost half that amount, because the total increase of pay of clerks in the year in which it was taken over the year preceding, was only a little more than $5,000, and about $3,000 over the year succeeding—thus demonstrating what I have always claimed, that school officers will do all school work cheaper as well as better than any outside parties whatever. In my opinion, in the great majority of counties, the clerks earn every cent they receive, and in some counties, where, as I personally know, the clerks are men of unusual intelligence and business capacity, the charges made are surprisingly small. But it must be added that in a few counties the allowances to clerks are evidently too large, and call for some restriction. The *per diem* is not too large (two dollars), but the trouble in this, as in some other cases, is to determine *what is a day's work!* And also what services may properly be included in the account. The clerk is a member of the school board, and I have always decided that he has no right to charge for services such as the other members are by law required to render without pay—but only for those extra and special labors devolving on him as clerk. But I cannot say that my ruling has always been respected; and I cannot say that all days claimed in accounts have been full days of labor. It is the duty of the other two members of the board to scrutinize the clerk's account as they do any other; but this is a delicate duty, and has sometimes to be performed by one member in the absence of the other. Under such circumstances it is rather too much to expect that these gentlemen, however honorable, will always give a rigid examination and criticism of the claim of a peer, such as they would of an ordinary account, unless they were so restricted by lawful regulations that they could not do otherwise.

The law concerning the pay of County Superintendents has never been satisfactory to me, chiefly because of the gross inequalities in the allowances to these officers in the larger and smaller counties. The maximum fixed by law renders it necessary for about one-half of the superintendents to work for a smaller and still smaller rate of remuneration in proportion to the increasing population and schools of the county—in some cases for *one-third* the rate allowed in the smaller division of counties. There are superintendents, for example, who are getting as much pay in a county with 12,000 population, and less than 40 schools, as in other counties with 20 to 30,000 population and 75 to 133 schools. This is grossly unjust and un-

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fair to the larger counties and to their officers. It would not be wise in my opinion to spend more at present or less in the aggregate for supervision than we are now spending, but it would be the height of wisdom and justice to change the manner of allowing it, so that the same principle of remuneration should be applied to all counties without partiality.

There are some other, though minor, points in the law on this subject which might be judiciously changed. But I have opposed such changes as have heretofore been attempted, because they did not meet the real difficulties, and were, in my humble judgment, fraught with evil. In fact, I never see this subject approached without a feeling of terror; because it is so easy by one false step to prostrate our school system in the dust. Not to kill it—for that is impossible—but to do worse—to paralyze its efficiency—to make it a great, sprawling giant with a broken backbone—still able to consume any amount of provision, but rendering little or nothing in return.

The difficulties we labor under in convincing the public of the full value of the County Superintendency are chiefly two. First, the nature of the office is not sufficiently understood for us always to get men suited to it, and hence they do not develop the office in all cases. It could not be expected that the true idea of the county superintendent of schools would immediately supplant the wretched tradition of the "school commissioner"—that we could at once get the superintendents themselves to understand that the law means what it says—especially if they are ignorant of the fact that what they perhaps regard as a theoretical or mere paper officer, is the standard, well-defined, thoroughly established officer belonging to every good system in the world. And so it is, that from one cause or another, many counties have not been made to understand the functions, or to feel the educational power, of the true superintendent. And hence the danger that because some individual superintendents may have received more salary than they fairly earned, or because others seem to be doing fair work on little pay, people will want to resort to the panacea—"cut down salaries"—a remedy which if applied unskillfully would render impossible the development of the cardinal idea of this and every other good school system.

Second: A subtler and more unmanageable difficulty resides in the fact that the excellence of school work cannot be measured, tabulated, and spread before the public like external, material facts, such as appear in our statistical tables, and which represent *quantity*, not *quality*. The lion might make poor show in an annual census of population, but his progeny are *lions*. Large statistics are very desirable—they have great value if rightly employed—but if used to prove the *worth* of a superintendent's work, they become lying witnesses—as I very well know. Two superintendents of schools—like two superintendents of woollen factories—might present equally good exhibits of work turned out and the cost thereof—but if we

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could only follow their goods *into the market*, a vast difference might be discovered.

In fact, the statistical showing of some of the very best superintendents is among the worst on some important points. For example, the comparative results of school work in the city of Richmond are inferior in some important respects to those reported from most of the counties in the State, though superior in others; and yet, not only does the Richmond superintendent receive a salary of $2000, chiefly from the city, but he does more work than any other; and more than that, his schools are certainly inferior to none in the State. Again, some of the best statistical returns (such as for school attendance) are made by superintendents remarkable for their inefficiency, and their schools known to be comparatively among the poorest in the State. All of which is meant to illustrate the fact above stated, that our statistical tables represent *quantity*, not *quality*. In the absence of a meter or gauge, quality must be judged of by observation and incidental tests, and most of all by ultimate results. The Superintendent of Public Instruction *never* forms his opinion of the value of a county superintendent from his statistical tables, but from indications which can scarcely be described, and yet are more significant than figures.

I am sometimes amazed in examining the school reports of certain States whose school work is known to be miserably bad, and yet whose statistical tables make a better showing than those of States whose work is of superior quality. There may be a high percentage of schools, school attendance, and length of school terms, and yet *no education!* And *there* is just where figures might deceive us fatally. We hear of schools multiplying and children added by the thousand, and we feel happy: but it is quite possible for that to happen, and real education be in inverse proportion to its extension. It looks like a fine thing for a grazier to buy two hundred stock cattle for his farm, but if he has only grass enough to fatten one hundred he would have shown better sense to have bought one hundred instead of two hundred—for the one hundred would have become fat and marketable, whilst the two hundred will eat all his grass into the earth, and be nothing but buzzard meat in the end. Let it be repeated all over the land a thousand times, let it be written on every school-house, and on the record book of every school board, and let every Superintendent write it on the palms of his hands—*What we want is not schools, but education!*

But alas! whilst we can tell to the public how many teachers and how many children we have, and how much money they cost in each county, we are not able to tell in figures what is either the absolute or the relative worth of the operation.

And yet there is no element in our school work so real, so potential, so deserving of consideration, as the merit and quality of the work. And it

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is only the high-toned school officer who will sacrifice something of quantity, which shows well in reports, for the sake of quality, which cannot be shown in statistics. And he must be brave as well as high-toned if he will knowingly place himself in a position before the public, which seems to be lower than that of other men, whose work, though externally fairer, is very inferior to his. And it is just because of the impossibility of bringing to the surface, and showing in their true light such facts and considerations as these, that public school systems are in such constant peril of deadly damage, on plausible but unsound pretexts. The history of public education in many States—perhaps in all of them in the earlier stages—has been a melancholy exhibition of shallow and fickle legislation, which was forever substituting plausible externalities for real worth, and thus rendering impossible that which it was seeking to accomplish. Thanks to the enlightened wisdom of our Legislature, we have had but little of this sort of evil inflicted on our school system so far. Members of the highest ability and intelligence have sometimes been inclined to make unhappy changes, but it is only because they have not had the opportunity of considering all the bearings of the changes proposed. Were it possible to vary the law in accordance with the views expressed above, I would be pleased to see the change made, but it would be far better to leave the law as it is than to change it in disregard of the higher considerations which belong to the subject.

EXPENSES OF THE CENTRAL OFFICE.

These expenses were slightly reduced last year, but they have continued about the same from year to year, diminishing in some items and increasing in others. In order that the nature of the office expenses may be fully understood, I append the following detailed statement for the last year:

Office Expenses from August 1, 1875, *to August* 1, 1876.

Postage		$ 920 09
Educational Journal		512 74
Travelling expenses Superintendent Public Instruction		340 00
Porter		120 00
Two clerks		2,883 00
Printed books and charts		56 97
Stationery and blank books		85 68
Furniture, (carpet, oil-cloth, &c.)		74 92
PRINTING:		
1. *Extra copies Annual Report*, including press-work, paper, cuts and binding: press-work, $92.47; paper, $143.75; covers, cuts and binding, $272.06	$508 28	
2. Blanks, circulars, &c., including paper, ruling, &c.: printing, $315.39; paper from Public Printer, $298.55; ruling, $119.78...	733 72	
3. Educational tracts: press-work, $77.05; paper, $60.18	137 23	
		1,379 23
Miscellaneous		146 55
Total		$6,519 18

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The postage account was made larger by reason of the law (now repealed) which doubled the postage on printed matter. From 1500 to 2000 letters go from my office every year, and also a vast amount of printed matter, the chief item of which is blank forms for teachers and school officers.

The item of *Educational Journal* has been so frequently explained that nothing farther need be said.

I have during the past year done an amount of official travelling which if charged at ordinary rates would have amounted to more than double the sum named above, but when I travelled on a free ticket, or was entertained at private houses, no entries were made. It would not be advisable to diminish this item. Would that I could be omnipresent.

The porter cleans the rooms, makes fires, brings water, carries packages to the post-office, goes errands, and assists in many ways.

I am hoping all the time to be able to reduce the item of clerical service, and do not yet despair, but so far my two clerks have not only been busily employed, but have not been able to overtake the work that needs to be done. A very large item would be stricken from the list of duties devolving on my clerks if this whole business of appointing and commissioning school trustees could be taken away. It requires a great amount of correspondence, and much work in recording, filling out, and mailing commissions, etc., and yet it is the merest formality. The trustees are really appointed at home, and we at the central office exercise no authority whatever.

I need not repeat what I have said in former reports on this subject: but would only add here that as the result of experience and mature reflection, I think that the whole work of selecting, commissioning, fining, and removing district school trustees should be lodged with the local body provisionally created some years ago by the Board of Education, called by us "The Nominating Board," and consisting of the County Superintendent, the County Judge, and the Commonwealth's Attorney.

The item of "Printed books and Charts" refers to such works as are deemed important to the Superintendent's office. Stationery, furniture, etc., sufficiently explain themselves.

The item of "Printing" is of course large, and is here stated in divisions. A copy of my Annual Report is sent to every school officer, to newspapers, college officers, private teachers and prominent citizens—also to superintendents in other States (State and local) who send reports to my office. The total number printed for this office is usually 2,500, in whole or part. The blank forms are supplied to superintendents, clerks, and teachers for their reports and for some of their business transactions. But few circulars are sent in separate form, the *Educational Journal* being the regular medium of communication.

The item "Educational tracts" ($137.23) was explained in my Report for

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last year. These tracts are simply extra copies of articles printed in the *Educational Journal.* The item for this year is probably two or three times as great as for any preceding year, because of an organized movement made during the past year for the overthrow of the school system. Writers of ability attacked it virulently, and an attempt was made to assemble a convention of opponents. Of course, the existence of the school system would not have been imperilled if no means had been taken to counteract this movement; but the attack gave a fine opportunity for spreading before the people a mass of facts and arguments which it was important for them to know. And there was some danger of the formation of a small but influential party which might have exercised an unhappy influence in agitating and dividing public sentiment to an extent which would have been deleterious to the public interests in many ways. Therefore, under the authority of the Constitution which imposes upon me the "general supervision of the public free school interests of the State," and under the injunction of law which requires me to "use all proper means to promote an appreciation and desire of education among the people," I entered freely into the discussion, and have abundant reason for believing that whilst a small class of worthy opponents have been led by the debate to be more open and decided in their opposition to the school system than before, far more has been gained than lost for the cause of popular education. Some evidence of this will be seen in the reports of the county superintendents.

CONCLUSION.

Altogether the school system was never so prosperous, so well managed, or so strong in public favor as it is to-day. And what is most pleasant to mention, my extensive travels throughout the State during the last six years have enabled me to observe a growing improvement in the financial condition of our people as a whole, and a consequent hopefulness of spirit, which taken in connection with the quiet tide of immigration, announce the dawn of an era of great prosperity to our dear old Commonwealth.

W. H. RUFFNER,
Superintendent Public Instruction.

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DOCUMENTS

Forming a part of the Report of the Superintendent of Public Instruction.

COUNTY AND CITY SUPERINTENDENTS OF SCHOOLS.

COUNTY OR CITY.	SUPERINTENDENT.	POST-OFFICE.
Accomac,	James C. Weaver,	Onancock.
Albemarle,	D. P. Powers,	Scottsville.
Alexandria, county and city,	Richard L. Carne,	Alexandria.
Alleghany and Craig,	Zadok F. Nutter,	New Castle, Craig county.
Amelia,	M. F. T. Evans,	Paineville.
Amherst,	Samuel M. Garland,	Amherst C. H.
Appomattox,	Chapman H. Chilton,	Spout Spring.
Augusta,	Ro. S. Hamilton,	Staunton.
Bath and Highland,	J. Kenney Campbell,	Valley Centre, Highland co.
Bedford,	Sidney L. Dunton,	Liberty.
Bland,	William Hicks,	Bland C. H.
Botetourt,	G. Gray,	Fincastle.
Brunswick,	B. B. Wilkes,	Charlie Hope.
Buchanan,	Thos. W. Ratliff,	Grundy.
Buckingham,	Wm. Merry Perkins,	Buckingham C. H.
Campbell,	R. T. Lemmon,	Castle Craig.
Caroline,	Thomas R. Dew,	Rappahannock Academy.
Carroll,	D. B. Brown,	Hillsville.
Charles City and New Kent,	Sam. P. Christian,	Providence Forge, New Kent co.
Charlotte,	William W. Read,	Charlotte C. H.
Chesterfield county and Manchester,	B. A. Hancock,	Black Heath.
Clarke,	Wm. N. Nelson,	Millwood.
Culpeper,	Ro. E. Utterback,	Jeffersonton.
Cumberland,	Richard P. Walton,	Cartersville.
Dinwiddie,	Roger P. Atkinson,	Dinwiddie C. H.
Elizabeth City and Warwick,	George M. Peek,	Hampton, Elizabeth City co.
Essex,	Henry Gresham,	Tappahannock.
Fairfax,	D. McC. Chichester,	Fairfax C. H.
Fauquier,	L. L. Lomax,	Warrenton.
Floyd,	C. M. Stigleman,	Floyd C. H.
Fluvanna,	P. J. Winn,	Fork Union.
Franklin,	W. A. Griffith.	Rocky Mount.
Frederick,	W. H. Gold,	Winchester.
Giles,	Geo. W. Hines,	Newport
Gloucester,	Wm. E. Wiatt,	Gloucester C. H.
Goochland,	O. W. Kean,	Northside.
Grayson,	Fielding R. Cornett,	Elk Creek.
Greene and Madison,	Wm. A. Hill,	Rapidan Station, Culpeper co.

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COUNTY OR CITY.	SUPERINTENDENT.	POST-OFFICE.
Greensville and Sussex,	W. H. Briggs,	Hicksford, Greensville county.
Halifax,	Henry E. Coleman,	South Boston.
Hanover,	J. B. Brown,	Negrofoot.
Henrico,	Daniel E. Gardner,	Richmond.
Henry,	G. T. Griggs,	Martinsville.
Isle of Wight,	E. M. Morrison,	Smithfield.
James City and York,	James H. Allen,	Burnt Ordinary.
King & Queen and Middlesex,	J. Mason Evans,	Church View, Middlesex county.
King George,	Wm. E. Baker,	Shiloh.
King William,	John Lewis,	King William C. H.
Lancaster and Northumberland,	Meriwether Lewis,	Litwalton, Lancaster county.
Lee,	Wm. A. Orr,	Jonesville.
Loudoun,	John W. Wildman,	Leesburg.
Louisa,	L. J. Haley,	Harris'.
Lunenburg,	Robert M. Williams,	Lunenburg C. H.
Lynchburg,	A. F. Biggers,	Lynchburg.
Mathews,	Thomas B. Lane,	Mathews C. H.
Mecklenburg,	Edward L. Baptist,	Boydton.
Montgomery,	J. Wade Shelburne,	Christiansburg.
Nansemond,	R. L. Brewer,	Belleville.
Nelson,	Patrick H. Cabell,	Variety Mills.
Norfolk county,	John T. West,	Lake Drummond.
Norfolk city,	R. L. Page,	Norfolk.
Northampton,	John S. Parker,	Eastville.
Nottoway,	T. W. Sydnor,	Bellefont.
Orange,	Jaq. P. Taliaferro,	Orange C. H.
Page,	E. J. Armstrong,	Luray.
Patrick,	Jas. A. Taylor,	Patrick C. H.
Petersburg,	F. P. Leavenworth,	Petersburg.
Pittsylvania,	G. W. Dame,	Danville.
Portsmouth,	James F. Crocker,	Portsmouth.
Powhatan,	P. S. Dance,	Powhatan C. H.
Prince Edward,	B. M. Smith,	Hampden Sidney.
Prince George and Surry,	W. H. Harrison,	Gareysville.
Princess Anne,	Edgar B. Macon,	London Bridge.
Prince William,	W. W. Thornton,	Brentsville.
Pulaski,	W. W. Wysor,	Newbern.
Rappahannock,	Henry Turner,	Woodville.
Richmond and Westmoreland,	Thos. Brown,	Hague, Westmoreland county.
Richmond city,	James H. Binford,*	Richmond.
Roanoke,	W. W. Ballard,	Salem.
Rockbridge,	J. L. Campbell,	Lexington.
Rockingham,	Jasper Hawse,	Harrisonburg.
Russell,	E. D. Miller,	New Garden.
Scott,	R. E. Wolfe,	Rye Cove.
Shenandoah,	John H. Grabill,	Woodstock.
Smyth,	D. C. Miller,	Marion.
Southampton,	James F. Bryant,	Franklin Depot.
Spotsylvania,	John Howison,	Fredericksburg.
Stafford,	R. L. Cooper,	Stafford's Store.
Staunton city,	J. J. Ladd,	Staunton.
Tazewell,	J. C. Spotts,	Tazewell C. H.
Warren,	M. P. Marshall,	Front Royal.
Washington,	A. L. Hogshead,	Osceola.
Wise,	Joseph Phipps,	Osborne's Gap.
Wythe,	James D. Thomas,	Wytheville.

* Deceased.

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WRITTEN REPORTS

Of County and City Superintendents—Digested.

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1. HISTORY OF PUBLIC SENTIMENT CONCERNING PUBLIC SCHOOLS IN THE COUNTY OR CITY DURING THE YEAR.

Accomac.—"Public sentiment is fully as good as heretofore, I think improving."

Albemarle.—"No material change since last report."

Alexandria City.—"Public sentiment has continued favorable."

Alexandria County.—"Public sentiment is so fully in favor of public schools in this county, that there is no room for any change, except an unfavorable one. I have no reason to think that such a change has taken place."

Alleghany and Craig.—"The people have become reconciled to the system. We think it is clearly an element in the world's progress, and intend to make the best out of it."

Amelia.—"No perceptible change."

Amherst.—(No report.)

Appomattox.—"Not aware that public sentiment has undergone any change worthy of notice."

Augusta.—"The subject has been more generally discussed than ever before, but no real change of sentiment has manifested itself."

Staunton.—"The public schools have the confidence and sympathy of the entire community. The Chairman of the School Board of Trustees, Maj. H. M. Bell, thus remarked before a large audience at the closing exercises of examination 1876, June 16th: 'I congratulate Superintendent, teachers and scholars upon the high degree of excellence to which our schools have attained during the past three years. Be assured all needful support, care and sympathy shall in future be given. Our public schools are now no longer a project to beg favor and sufferance, but, on the contrary, institutions whose hold upon the confidence and affections of the whole people are second to none other.'"

Bath and Highland.—"Public sentiment concerning public schools has greatly improved during the year just closed. This is particularly notice-

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able in the county of Bath, where the sentiment of hostility to our system of public schools has always been more outspoken than in Highland. The increase in the number of public schools to meet the wants of the people, their acknowledged superiority over private schools of the same grade, and the large increase in the enrollment of pupils (20 per cent.), and in the average attendance, evidence, in a most pleasing manner, the favorable advance of the public sentiment of Bath.

"Again, the schools are patronized by all classes, rich and poor, and in some instances children are boarded from home in order to enjoy the superior advantages offered in our public schools.

"When the recent fierce attack upon the free school system of Virginia, by a distinguished divine, was made, the opposers of the system were jubilant, and the public mind became greatly excited. Our people are old-fashioned enough to believe that the inexorable logic of fate had settled forever the question of free schools in Virginia some six or seven years ago, and the suddenness, vigor and source of this attack surprised them. However, the agitation of the question has resulted in good, and not in harm. It has quickened the energies and aroused the sympathies of the friends of free schools everywhere, and while it has served to draw the line more sharply between the friends and the enemies of public schools, it has opened the eyes of the people to the fact that the opposers of the system think here, as everywhere else, that education is fit only for the rich—that it is not a good thing for 'poor people's children'—that it is not 'necessary for *them*,' and will not be 'utilized by them.'

"I have made more public addresses this year than usual, and always found the people ready and willing to listen, notwithstanding I took high ground in favor of a *dog tax* and a *whiskey tax*.

"The continued liberality of the supervisors of Highland in levying the maximum allowed by law for county and district purposes, while a matter of sincere congratulation to the friends of free education, evidences in a peculiar manner the growth of public sentiment in that county, and the hold the system has upon the hearts of the people; for this levy was made after all other county claims had been provided for, including a large railroad tax, and was in response, no doubt, to what was believed to be the wishes of the people in this matter."

Bedford.—"A just appreciation of public schools has taken a firmer grasp upon the public mind, and a growing confidence in their efficiency is manifest in a largely increased enrollment of pupils and better attendance. Even when indulged, opposition finds expression in a manner that pays tribute to their value."

Bland.—"Public sentiment somewhat improved. Very little opposition from any source."

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Botetourt.—"Public sentiment concerning public schools has been more favorable during the year just closed than ever before. The gain is steady each year in their favor."

Brunswick.—"Decidedly favorable."

Buchanan.—"Majority in favor of public schools."

Buckingham.—"There has been no change in public sentiment. Still very favorable."

Campbell.—"The utility of the present system of Public Instruction is becoming more and more manifest every year—rendering its old friends exultant and gaining advocates from the ranks of its original opponents."

Caroline.—"I think the schools are regarded with increasing favor by the great mass of the people of the county."

Carroll.—"No change."

Charles City and New Kent.—"No material change."

Charlotte.—"There has, probably, been no material change in public sentiment with us during the year, but the recent discussions in the papers of the subject of State education have stimulated to a certain degree of activity the opposition to it, which has all along existed, but which has been heretofore, in the main, quiescent."

Chesterfield.—"A general feeling that public schools are absolutely indispensable, and should be well conducted and liberally supported."

Manchester.—"No change, except a greater desire for good school-houses and good furniture."

Clarke.—"I think the public schools are regarded favorably by a large majority of the people, who gladly send their children to them."

Culpeper.—"A very large majority of the people are in favor of public schools. They complain of not having schools enough, of those they have continuing too short a time, of incompetent teachers, and negligent school officers."

Cumberland.—"I have no change to report, unless I call attention to the warm interest and hearty approval by many (I may almost say *all* the whites and the most of the colored) to the position I boldly assumed in advocating the increase of the "Capitation Tax" for public school purposes. This I did on seventeen different occasions in public addresses delivered sometimes to one and sometimes to the other. I also advocated a special tax on *dogs* and *whiskey*, which was not so heartily approved, though by a very goodly number of both white and colored the idea met with agreeable sanction."

Dinwiddie.—"Public sentiment continues favorable."

Elizabeth City and Warwick.—"There was a decided improvement in the conduct of most of the public schools in the county of Elizabeth City during the past year, which appears to have increased the favorable opinion

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heretofore entertained by the public for the present school system. The teachers evince a greater degree of interest in the work, the trustees more thoroughly realize the importance of their duties; and the prospect for the coming year is more favorable than ever. At the closing exercises of the Hampton Academy, which occurred on the 29th of June, much interest in the cause of free education was manifested by the large and respectable assemblage in attendance, and many expressions of good cheer, as well as promises of support, were made by some of the most prominent citizens in the county.

"Public sentiment in the county of Warwick remains unchanged."

Essex.—"Statistical tables in my Annual Report, showing handsome gains in all the essential elements of an efficient school system, render the *best* possible *popular judgment* concerning the public schools in the county; moreover, 'public sentiment respecting public schools in the county during the year' past, has been, to a considerable extent, *advanced* and *confirmed* by means of the extended public discussion of the free school system in "high places."

"The recent attacks against ,and the successful defence of, free popular education through the press, have naturally tended, not only to diffuse increased information among the people, and to awaken fresh interest in the public mind, but also at the same time to *confirm* the 'weak in faith,' and to arouse and stimulate greater zeal and better results in its more enlightened and efficient administration on the part of all school officers.

"But the 'strong hours of time' alone can be relied on for the cure of the 'subacute opposition' found among malcontents or obstructionists professing, however, loyal devotion to political creeds and party platforms, embracing *universally* and *inevitably free popular education*, as *one* of the *pressing issues* and *vital measures* of the day."

Fairfax.—"Nothing new."

Fauquier.—"Great improvement."

Floyd.—"Gradually growing stronger in favor of the public school system."

Fluvanna.—"Gradually increasing in favor of public schools in this county. The annual written and rigid examination of teachers, occupying from two to three days, thoroughly tests their literary qualification to teach, thus securing the most competent, which is the sure and effectual way to overcome opposition and make the schools popular."

Franklin.—"No perceptible change in public sentiment concerning public schools during the year. A certain class, which has all along been violently opposed to public education, has been a little more out-spoken against the system than formerly; but I do not think they have made it any new enemies. There is another class of persons who patronize the public schools,

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and are, apparently, in sympathy with the cause of public education, yet they are inwardly opposed to it and have been from the beginning. They look upon the system, not so much as a thing to be desired, as a thing they cannot get rid of; and they therefore give it their support and endeavor to make it as valuable to themselves as possible. But a large majority of our people are unquestionably in favor of public schools."

Frederick.—"No material change. The annually renewed demand for more schools and a longer term, with an increasing disposition to instruct school officers in their duties, though not always made or done intelligently is a healthy sign."

Giles.—"No change."

Gloucester.—"Our people are quietly accepting the public school system. If we could have a longer term, say eight months, there would be very little opposition."

Goochland.—"I regret to say that I cannot report as favorably under this head as heretofore. The opposition to public schools had virtually died out, but was revived with some strength during the year. This is to be ascribed to a discussion of the public school system which appeared in the newspapers, religious and secular, last winter and spring, which had a very mischievous effect upon public sentiment."

Grayson.—"It is steady. Not much changed."

Greene and Madison.—"No change in the sentiment of our people has developed itself since my last report. The trustees and patrons have been more interested than ever, and for the former I must say that fidelity to their trust has characterized their labors."

Greensville and Sussex.—"I think they are gradually but steadily growing in favor with the people."

Halifax.—"In some parts of the county public sentiment has decidedly become more favorable to the public schools, while in other parts there has been rather a stand-still, and in some parts a decided increase of hostility—which has shown itself in grumbling more than in any other way. I do not mean that the opponents to public schools have really increased—for in my opinion such is not the case—but that those who have all along been opposed to them have come out with a more free and active expression of that opposition."

Hanover.—"I think we have steadily gained ground the past year. The discussions of the school question have much exercised the minds of the thinking men in our midst, and popular education is recognized as a public necessity. Prejudices are gradually giving away before the manifest demands of the day, and the era of general good-will to the cause is about to be ushered in. We have gained much by the agitations, and can now rest in confident hope."

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Henrico.—"The recent discussion of the free school system, by certain learned men of our state, has had a very beneficial effect—inasmuch as it has brought to the surface the feeble opposition (to be squelched forever) that existed in the minds of those who have always opposed every scheme for the liberal enlightenment of a progressive age. The system may now be regarded as a fixed institution of the county. Four-fifths of the real tax-payers are satisfied with its present and prospective result.

"Certainly there can be but slight cause of complaint in the county of Henrico. If the few who still oppose us will take the trouble to examine the record for the past five years, they will readily perceive a steady increase in every essential which tends to success."

Henry.—"No material change. The sentiment is generally very favorvorable toward the present school system."

Isle of Wight.—"Popularity of public schools universal: the only question now is about a few more schools and longer terms."

James City and York.—"No decided change."

King & Queen and Middlesex.—"A very general acquiescence."

King George.—"A great improvement, I think, in favor of our schools."

King William.—"At one time public sentiment was greatly against public schools, caused in a great measure by the action of the press of the state. I hope there will be some re-action."

Lancaster and Northumberland.—"Is about the same as last year; favorable to public schools."

Lee.—"The people are decidedly in favor of the system since the removal of the financial embarrassment. In 1873 this county was in debt to teachers $5,986.34; now she owes them but $240.26. Quite an improvement financially since January 1st, 1874, and all the time the people have been tolerably well accommodated with schools."

Loudoun.—"Since the adoption of the free schools of Virginia hostility has been engendered by the patrons of schools of higher grade who received no direct benefit from the school tax, and exercised their influence in exciting the prejudices of the ignorant and encouraging resistance to any progressive movement. The opposition thus offered has been gradually overcome by the efforts of the school officers and the intelligence and efficiency of our teachers. Our schools are now working harmoniously and prosperously with only occasional instances of disaffection and a general disposition to assist the officers in maturing and executing their plans."

Louisa.—"It is certainly not less favorable to the system than it has been. In fact, I am persuaded that the system is growing more and more upon public regard. Our very best and most thoughtful people, so far as I am informed, manifest no ill will or opposition to our work. They look

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upon the school as a fixed fact and are anxious to see it improved and utilized for the general good."

Lunenburg.—"A favorable increase in public sentiment."

Lynchburg.—"No material change."

Mathews.—"There seems to be a desire on the part of the people to have the schools continue longer than five months, yet they are not willing to contribute to their support. Many complain of the present tax and think the capitation tax should be increased and that on property lessened."

Mecklenburg.—"I do not think there has been any marked change in the sentiment of the people generally. Those who have noticed the working of the system, and have heretofore taken an interest in the schools, are still more interested in them."

Montgomery.—"Taxes for school purposes are paid much more cheerfully than ever before."

Nansemond.—"The great majority of our people favor public schools. They seem to increase in popularity as the people see more fully and satisfactorily the workings and fruits of the system. Some formerly opposed, from observation and experience of the benefits to be derived from it, are now zealous advocates in its favor. There is still some opposition which springs from the fact that most of the burden of taxation falls on property. More tax on the head and less on property would be a soothing palliative to those opposed."

Nelson.—"The school system has always been popular in the county, and the sentiment concerning public schools grows in favor, as is evidenced by the unanimity with which the board of supervisors granted the amount for public schools asked for by the county school board."

Norfolk city.—"Additional interest manifested."

Norfolk county.—"No change."

Northampton.—"No change. Any opposition that may exist to the public school system is very slight."

Nottoway.—"Most of our people are favorable to the public school system. Some are opposed to it, but none are very strenuous in their opposition."

Orange.—"The opponents of public schools in this county have seized upon the arguments of Messrs. ——— to injure the cause, but I think no material damage has resulted."

Page.—"Still continues to gain favor."

Patrick.—"Public sentiment is becoming better educated to our system of public instruction, and I give it as my opinion that our people are becoming constantly more attached to it."

Petersburg.—"Public sentiment relative to public schools in the city remains the same as heretofore, though the excessive stringency of the times,

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the closing of the factories and scarcity of work, in many cases, has delayed and even prevented the payment of taxes, reducing the capitation roll ten per cent. this year, and thereby seriously affecting the enrollment of the schools. Nevertheless our average daily attendance of whites exceeds that of last year. Many boys have gone out from the Grammar Schools to work, and few would remain in the High School if any employment offered."

Pittsylvania.—"The free school system grows in favor with the people in proportion to our care in securing good teachers and properly conducting the schools. Private schools have gone down, or rather have not been established, because better teachers than ours are not easily secured except at high rates."

Danville.—"It is very difficult to make a truly accurate report of Danville. The council has overwhelmed us with promises and professions of interest in the public school work,—giving us money for teachers and for buildings. To this day the promises are unfulfilled. But the prospect brightens a little."

Portsmouth.—"The public school system has been heartily accepted by the people, and our schools have, in a general way, their good wishes and confidence. But there is a lack of individual interest in our schools."

Powhatan.—"More favorable."

Prince Edward.—"Sentiment more sharply defined by reason of recent controversies on public school system. Otherwise but little, if any, change. Opposition due to two sources:—(1) prejudices against all believed to emanate from New England—(2) and dislike of taxation on property to teach negroes. The system favored by (1) the more impartial and intelligent people, and (2) those who have no other means of providing for the instruction of their children. Among opposers and friends there is much criticism on the influence of public schools in breaking up the schools for higher education, and on the short terms during which schools are kept open. The former objection is more and more modified, as we can secure teachers able to teach "higher branches," especially Latin, Greek, and Mathematics. This occurs occasionally, as we find such teachers who cannot obtain more lucrative employment, or patrons who will contribute to give teachers more salary."

Prince George.—"Favorable."

Prince William.—"Gradually gaining in public favor."

Princess Anne.—"Growing in favor daily."

Pulaski.—"There is little to complain of in this regard except the apparent indifference of a large class of our people to education or improvement of any kind, whether public or private."

Rappahannock.—"Considerable dissatisfaction has been caused in this county by the fact that part of the State school fund has been used for

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other than school purposes. The public schools are still popular in this county."

Richmond City.—"The healthy public sentiment spoken of in my last report has continued to improve, and I am happy to say that the estimation in which our system is held by the people shows no sign of decrease, but rather gives evident proofs of growth. Public schools are now regarded by all classes of our community as an established and indispensable institution. We find no difficulty in securing men of position and influence to serve on our Board."

Richmond County.—"Our public school system needs only to be made more efficient to engraft it firmly in the hearts of the people, and they intend to take no backward step on the question so long as it is left in the hands of the State government."

Roanoke.—The system is increasing in favor with our people, as is evidenced by the increased attendance upon the schools, the demand upon the school officers for greater school facilities, and the interest which all classes are manifesting in the schools."

Rockbridge.—Public sentiment seems to have become more favorable towards public schools in Rockbridge—at least, I hear less of opposition now than I have heard in past years. In Lexington the feeling in favor of the system seems to have gained strength—at least, to this extent, that some who formerly wavered have come out decidedly in favor of public schools, while others, formerly indifferent, have become decided advocates of the system. Still there are strong objections made to it on several grounds, one of which was mentioned in a former report—viz: the large amount of school tax paid by this and several other counties, in excess of what comes back from the State treasury. Another complaint is, that the machinery of the system is too complicated, cumbersome, and consequently expensive."

Rockingham.—"Since the introduction of public schools in Rockingham in 1870, the system has gained friends steadily down to the present. Judging from the almost universal demand of the people, and especially of the property-holders, for increased county school taxes, I am persuaded that whatever opposition may have existed at the commencement of the year just closed (and I think there was but little), it has almost entirely disappeared. We intend Rockingham to be the 'banner county' and bright spot on the educational chart of Virginia."

Russell.—"Public sentiment strengthening in favor of our school system."

Scott.—All opposition has entirely ceased."

Shenandoah.—"Continues to be favorable."

Smyth.—"The people are still more favorably disposed toward the public schools, and desire to have them."

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Southampton.—"The system is deeply, though quietly, taking hold upon our people. There is some opposition, however, of a latent character, made so by the firm conviction that public schools are a fixture."

Spotsylvania.—"Public sentiment remains unchanged. Every one expresses himself favorable, but the public does not extend that hearty support to the schools which indicates a personal interest in them."

Fredericksburg.—"No change."

Stafford.—"More favorable. All the best people patronize the schools. The open opposition is from the very ignorant."

Surry.—"Favorable."

Tazewell.—"Decided improvement."

Warren.—"About the same."

Washington.—"Generally favorable, and slightly improving."

Westmoreland.—"Since the publication of the articles in the Richmond journals, some few have ventured to concur in the sentiments of those writers, but the mass of the people are in love with the system, and desire to see it perpetuated and improved."

Wise.—"Certainly gaining confidence with the people. Political aspirants manifest no open objection to it, while it meets a firmer support from the sober industrious community."

Wythe.—"No material change."

2. ANY IMPROVEMENT, OR PROSPECT OF IMPROVEMENT IN SCHOOL-HOUSES?

The following counties and cities report improvement;—Accomac, Albemarle, Alexandria city, Alexandria county, Alleghany, Amelia, Appomattox, Augusta, Bath, Bedford, Bland, Botetourt, Brunswick, Buckingham, Campbell, Caroline, Carroll, Charles City, Charlotte, Chesterfield, Clarke, Craig, Culpeper, Cumberland, Danville, Essex, Elizabeth City, Fairfax, Fauquier, Floyd, Fluvanna, Franklin, Frederick, Giles, Gloucester, Goochland, Grayson, Greene, Halifax, Hanover, Henry, Highland, Isle of Wight, James City, King George, King William, Lancaster, Lee, Loudoun, Louisa, Lunenburg, Madison, Manchester, Mathews, Mecklenburg, Montgomery, Nansemond, Nelson, New Kent, Norfolk county, Northampton, Northumberland, Nottoway, Orange, Page, Patrick, Pittsylvania, Portsmouth, Powhatan, Prince Edward, Prince George, Prince William, Pulaski, Rappahannock, Richmond city, Richmond county, Roanoke, Rockbridge, Rockingham, Russell, Scott, Shenandoah, Smyth, Southampton, Spotsylvania, Stafford, Staunton, Surry, Tazewell, Warren, Warwick, Washington, Westmoreland, Wise, Wythe and York—(96).

The following report no improvement:—Buchanan, Dinwiddie, Frede-

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ricksburg, King & Queen, Lynchburg, Norfolk city, Middlesex, Petersburg and Sussex—(9.)

Amherst.—(No report.)

3. DATE OF MEETING OF THE COUNTY SCHOOL BOARD: NUMBER OF MEMBERS PRESENT. ANY OTHER MEETING OF THE BOARD?

The meetings were held according to law in all the counties except Accomac, Buchanan, Buckingham, Caroline, Fairfax, Gloucester, Isle of Wight, Louisa, Powhatan, Rappahnanock, Warren, Washington and Wythe—(13).

Amherst.—(No report.)

4. WERE THE BOOKS AND PAPERS LAID BEFORE THE BOARD? WHAT WAS THEIR CONDITION AS TO ACCURACY AND NEATNESS AS COMPARED WITH LAST YEAR?

All the counties report the accounts to have been kept satisfactorily except the following:—Accomac, Amelia, Brunswick, Buchanan, Fairfax, Frederick, Halifax, James City, King & Queen, Lancaster, Mathews, Mecklenburg, Middlesex, Northumberland, Nottoway, Pittsylvania, Roanoke, Richmond county, Southampton, Spotsylvania, Stafford, Sussex, Westmoreland, Wise and York—(25).

Amherst.—(No report.)

5. ANY TEACHERS' INSTITUTES: COUNTY OR DISTRICT?

Educational meetings were held in the following counties and cities:—Accomac, Albemarle, Alexandria City (monthly), Alexandria Co., *Amelia, *Appomattox, Augusta, Staunton, Bath and Highland, Bedford, Bland, Botetourt (2), Campbell (2), Carroll, Charles City and New Kent, Charlotte, Chesterfield, Manchester (monthly), Clarke, Cumberland, Dinwiddie, Elizabeth City and Warwick, Fairfax (3), Fauquier, Floyd, Fluvanna, Franklin, Gloucester, Goochland, Grayson (4), Greene and Madison, Halifax (4), Henrico, James City, King George (4), Lancaster, *Louisa, Lunenburg, Lynchburg (9), Mecklenburg (3), Montgomery, Nelson (6), Norfolk City (monthly), Norfolk Co., Northampton, Northumberland, Orange (3), Patrick, Petersburg (monthly), Pittsylvania, *Portmouth, *Prince Edward, Prince George, Prince William, Princess Anne, Pulaski, Richmond city (semi-monthly), Roanoke, Rockbridge, Rockingham, Russell (2), Scott, Shenandoah (2), Smyth, Spotsylvania, Fredericksburg, Stafford, Surry, Tazewell (4), Washington, Wise and York.

*Several institutes were held embracing the counties and cities marked with an asterisk.

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No meetings were held in the following: Brunswick, Buchanan, Buckingham, Caroline, Culpeper, Essex, Frederick, Giles, Hanover, Henry, Isle of Wight, King & Queen, King William, Lee, Loudoun, Middlesex, Nansemond, Nottoway, Page, Powhatan, Rappahannock, Southampton, Sussex, Warren, Westmoreland and Wythe.

No answer was given to the question by Alleghany, Craig, Mathews, Danville City and Richmond Co.

6. Is the pay of teachers graded according to grade of certificate?

The pay of teachers is according to grade of certificates in Accomac, Albemarle (partially), Amelia (partially), Appomattox, Augusta (partially), Staunton (partially), Bedford (partially), Bland, Botetourt, Brunswick, Buchanan, Buckingham (partially), Campbell, Carroll, Charles City and New Kent, Charlotte, Manchester, Dinwiddie, Essex, Fairfax (partially), Floyd, Fluvanna, Franklin, Frederick, Gloucester, Grayson, King George (partially), King William, Lancaster and Northumberland, Loudoun, Lunenburg, Mecklenburg (partially), Montgomery, Nelson, Norfolk City, Norfolk Co. (partially), Nottoway (partially), Orange, Patrick, Petersburg, Powhatan, Prince Edward (partially), Prince George, Prince William (partially), Pulaski, Richmond Co. (partially), Rockingham, Scott (partially), Southampton, Stafford, Sussex, Tazewell, Washington, Westmoreland (partially), and Wythe.

Alexandria Co., Fauquier and Shenandoah do not answer the question.

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SUMMARY OF WRITTEN REPORTS.

(1.) *History of public sentiment concerning Public Schools in the county or city during the year.*

75 counties and cities report a gain in public sentiment.
28 report no change.
5 report unfavorably.

(2.) *Any improvement or prospect of improvement in school houses?*

96 counties and cities report improvement or prospect of improvement.
9 report no improvement.

(3.) *Date of meeting of County School Board: number of members present. Other meetings of the Board.*

In 83 counties the meetings were held according to law.
In 13 counties a meeting was held though not according to law.

(4.) *Were the books and papers laid before the Board? What was their condition as to accuracy and neatness as compared with last year?*

In 71 counties and cities the accounts were reported satisfactory.
In 25 counties and cities the accounts were reported *not* satisfactory.

(5.) *Any teachers Institutes—County or district?*

In 76 counties and cities educational meetings were held.
In 25 counties and cities no educational meetings were held.
In 5 counties the point was not answered.

(6.) *Is the pay of teachers graded according to grade of certificate?*

In 41 counties and cities the pay is according to grade.
In 16 counties and cities *some districts* pay according to grade.
In 3 counties the question is not answered.

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STATISTICAL TABLES.

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TABLE NO. 1,

Showing number of Pupils enrolled and in average attendance, percentages, average age, &c.

PUPILS BETWEEN FIVE AND TWENTY-ONE YEARS OF AGE.

COUNTIES AND CITIES.	NUMBER ENROLLED.			AVERAGE MONTHLY ENROLLMENT.			AVERAGE DAILY ATTENDANCE.			Per cent of School Population enrolled.		Per cent of School Population in average attendance.		Per cent of attendance on aver'ge monthly enrollment.		Number studying higher branches.		Average monthly enrollment to each teacher.	Average age.	Number supplied with text-books at public expense.
	White.	Colored.	Total.	White.	Col'.d	Total.	White.	Colored.	Total.	Wh.	Col.	Wh.	Col.	Wh.	Col.	Wh.	Col.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Accomac	2513	666	3179	1754	451	2205	1395	291	1686	51	24	28	10	80	65	107	...	44	10.6	40
Albemarle	2116	1991	4107	1592	1470	3062	1216	1128	2344	44	32	25	18	76	77	112	4	32	11	40
Alexandria city	645	482	1127	528	376	904	466	308	774	23	30	16	19	88	82	128	53	50	11	
Alexandria county	220	420	640	152	318	470	114	229	343	52	65	27	35	75	72	8	...	52	11	2
Alleghany	521	42	563	467	39	506	354	35	389	40	24	27	20	75	89	6	...	30	11.2	22
Amelia	473	543	1016	451	526	977	322	397	719	47	20	32	15	71	75	32	...	38	12.1	35
*Amherst	1107	426	1533	793	248	1041	701	216	917	38	17	...	...	88	86	50	...	26	9	12
Appomattox	863	540	1403	663	380	1043	474	272	746	54	35	30	18	72	72	31	...	34	12.3	11
Augusta	4313	796	5109	3447	652	4099	2809	596	3405	60	35	39	27	81	92	230	2	29	12.4	11
Staunton	577	219	796	468	133	601	405	126	531	42	44	30	25	86	95	67	3	40	10.6	12
Bath	554	52	606	454	34	488	360	25	385	47	17	31	8	79	72	...	...	24	11.3	11
Bedford	3093	1641	4734	2419	1110	3529	1789	816	2605	53	36	31	18	74	73	196	7	35	11.7	20
Bland	966	29	995	806	22	828	572	15	587	52	23	34	12	71	70	31	...	19	11.2	13
Botetourt	2116	528	2644	1724	432	2156	1436	321	1757	61	35	41	21	83	74	276	...	28	12.5	136
Brunswick	836	1036	1872	624	688	1312	454	440	894	50	29	27	12	72	64	20	...	29	10.6	15
Buchanan	596	17	613	456	15	471	381	11	392	28	85	18	52	83	88	...	...	19	11.5	12
Buckingham	1160	1128	2288	867	823	1690	493	583	1076	53	32	22	16	57	71	...	...	27	11	40
Campbell	1480	1034	2514	1145	764	1909	862	543	1405	49	31	29	16	75	71	156	17	85	13	
Caroline	881	908	1789	679	659	1338	391	433	824	36	30	16	14	58	66	...	...	30	11	
Carroll	2451	31	2482	1610	21	1631	1322	17	1339	60	23	32	12	82	81	...	...	29	12.4	185
Charles City	253	331	584	185	277	462	114	162	276	43	26	19	12	62	58	23	6	31	10.5	
Charlotte	747	1045	1792	566	753	1319	399	607	1006	40	27	22	16	70	81	50	13	33	11	28
Chesterfield	1335	1142	2477	1025	843	1868	775	627	1402	50	43	29	24	76	74	120	40	45	11.5	
Manchester	369	246	615	260	166	426	220	138	358	33	35	20	20	85	83	106	24	36	11.6	
Clarke	829	364	1193	602	270	872	437	202	639	49	49	26	27	73	75	55	...	32	10.9	
Craig	754	.....	754	560	.....	560	473	.....	473	66	...	40	...	84	...	...	...	24	11.2	10
Culpeper	838	558	1396	612	369	981	465	285	750	41	28	23	14	76	77	67	4	26	10.7	12
Cumberland	407	667	1074	337	590	927	262	844	606	38	27	24	14	78	58	112	9	25	11	80

*No report has been received from Amherst, and the figures given are those for last year.

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Dinwiddie	649	804	1453	530	578	1108	379	384	763	44	28	25	13	72	65	75	...	29	11	
Elizabeth City	426	719	1145	356	597	953	281	438	719	55	42	37	25	79	73	45	14	43	10.5	35
Essex	416	791	1207	329	529	858	266	390	656	42	30	26	15	81	74	75	10	34	11.5	20
Fairfax	1805	719	2524	1415	511	1926	1064	379	1443	55	45	32	23	75	74	222	...	33	11	12
Fauquier	1938	947	2885	1377	696	2073	1128	593	1721	45	30	26	19	82	85	128	...	30	11.6	24
Floyd	2299	129	2428	1752	101	1853	1227	70	1297	59	31	31	17	70	70	23	...	35	11.7	81
Fluvanna	765	604	1369	592	419	1011	427	275	702	42	30	23	14	72	66	27	...	30	11.2	6
Franklin	2385	576	2961	1788	395	2183	1207	273	1480	44	23	22	11	67	70	102	...	35	11.8	18
Frederick	2353	190	2543	1941	152	2093	1373	115	1488	60	40	35	25	76	76	123	...	33	11.5	8
Winchester	264	150	414	191	126	317	166	100	266	28	33	18	20	87	80	8	7	45	10.8	
Giles	1367	177	1544	1088	152	1240	777	127	904	53	43	30	31	71	83	45	...	29	11.2	27
Gloucester	729	733	1462	567	539	1106	387	362	749	41	32	22	16	68	67	46	9	29	11.1	14
Goochland	498	615	1113	362	470	832	263	317	580	38	27	20	14	73	68	39	3	30	12.6	36
Grayson	3840	113	3953	2288	99	2387	1662	81	1743	87	28	38	20	72	81	...	...	47	9.1	11
Greene	514	121	635	387	90	477	344	80	424	40	18	27	12	88	88	32	...	26	12	24
Greensville	276	327	603	236	254	490	170	196	366	35	19	21	11	72	77	...	...	25	10	
Halifax	1608	1668	3276	1338	1427	2765	990	1114	2104	37	24	22	16	74	78	130	...	36	10	52
Hanover	1192	855	2047	964	688	1652	637	532	1169	40	27	21	17	66	77	28	4	36	10.2	75
Henrico	1252	924	2176	941	612	1553	706	455	1161	43	33	24	16	75	73	134	22	33	10.4	57
Henry	1149	718	1867	848	555	1403	589	437	1026	41	29	21	18	70	79	...	...	33	11.4	51
Highland	845	29	874	711	25	736	535	15	550	56	22	35	11	75	58	...	...	27	11.3	42
Isle of Wight	825	395	1220	749	317	1066	507	230	737	43	29	27	17	67	72	102	6	30	10.7	20
James City	252	342	594	212	282	494	166	186	352	48	34	30	19	78	66	68	...	29	10.2	61
King & Queen	614	597	1211	428	355	783	307	284	591	41	29	21	14	72	80	28	...	27	12	
King George	425	305	730	345	220	565	233	148	381	41	26	22	13	67	68	60	2	30	11.2	34
King William	416	540	956	323	429	752	245	339	584	41	30	24	19	75	76	12	...	28	10	7
Lancaster	322	434	756	244	288	532	182	189	371	41	33	23	14	74	62	28	...	33	9.5	20
Lee	2635	148	2783	1648	95	1743	1513	69	1582	54	45	31	20	92	73	18	...	26	11	49
Loudoun	2881	918	3799	1960	556	2516	1536	479	2015	56	39	30	20	78	86	...	...	34	11	1
Louisa	1020	1491	2511	703	1146	1849	632	829	1461	44	40	28	22	90	72	20	...	34	11	25
Lunenburg	700	589	1289	582	414	996	447	327	774	42	23	27	13	77	79	52	12	26	10.7	
Lynchburg	874	451	1325	674	293	967	554	227	781	44	21	28	11	82	77	152	...	40	11	77
Madison	909	671	1580	742	525	1267	542	418	960	48	46	29	28	73	79	40	...	29	12	65
Mathews	750	388	1138	587	286	873	411	210	621	54	54	30	30	70	74	5	...	35	11	3
Mecklenburg	953	1580	2533	795	1149	1944	586	785	1371	33	26	20	13	73	68	112	25	36	11	31
Middlesex	374	479	853	245	337	582	198	293	491	46	46	25	23	81	87	12	...	34	12	
Montgomery	2025	728	2753	1588	526	2114	1214	408	1622	48	50	29	28	76	77	110	25	32	11.4	34
Nansemond	995	672	1667	884	567	1451	709	452	1161	45	33	32	22	80	80	57	...	33	11	22
Nelson	1408	861	2269	1114	709	1823	795	503	1298	49	33	28	20	71	71	27	...	32	12	22
New Kent	209	378	587	175	329	504	124	173	297	26	38	16	17	70	52	13	...	28	10.6	
Norfolk city	857	487	1344	655	432	1087	560	355	915	24	19	15	14	85	82	162	...	46	10.8	186
Norfolk county	1182	1208	2390	933	845	1778	668	582	1250	44	30	25	15	72	70	142	10	39	10.6	
Northampton	565	411	976	394	307	701	271	207	478	49	24	24	12	69	67	56	...	36	10	36
Northumberland	535	314	849	406	226	632	265	127	392	38	34	19	14	65	57	15	...	32	9	16
Nottoway	400	628	1028	311	546	857	230	441	671	47	26	27	18	74	80	10	...	33	10.5	8
Orange	791	948	1739	624	622	1246	458	536	994	46	44	26	25	73	86	33	...	28	10.9	23
Page	1834	176	2010	1488	130	1618	1060	97	1157	64	50	37	28	71	75	27	...	33	11.1	53
Patrick	2001	307	2308	1573	222	1795	964	171	1135	64	34	31	19	61	78	...	...	39	11.7	111
Petersburg	1019	709	1728	721	450	1171	615	397	1012	30	18	18	9	85	88	118	17	46	10.3	120
Pittsylvania	2928	1613	4541	2140	1060	3200	1499	731	2230	45	23	23	10	70	73	81	...	39	10.5	60
Danville	404	575	979	266	400	666	203	365	568	68	90	34	58	79	90	24	45	64	10.6	15

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TABLE No. 1—Continued.

Counties and Cities.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Portsmouth	557	263	820	401	191	592	320	159	479	24	25	14	15	80	83	11	...	46	10.2	
Powhatan	348	652	1000	294	514	808	214	361	575	42	35	26	19	73	76	43	...	35	11.5	7
Prince Edward	697	847	1544	533	654	1187	413	493	906	47	27	28	16	75	73	117	36	28	10.8	49
Prince George	454	564	1018	358	364	722	255	232	487	54	31	31	13	71	64	65	...	31	10.7	31
Prince William	1468	353	1821	1085	251	1336	772	184	956	72	48	38	25	71	73	117	2	29	11	7
Princess Anne	801	333	1134	617	263	880	432	157	589	48	23	26	10	70	60	55	...	37	11.3	4
Pulaski	890	342	1232	691	267	958	648	194	842	45	40	33	23	93	72	59	...	25	11.4	7
Rappahannock	844	350	1194	629	231	860	464	185	649	48	26	26	14	74	80	72	...	29	10.8	
Richmond city	3206	2035	5241	2795	1664	4459	2678	1588	4266	27	23	23	18	96	96	96	...	46	10.8	54
Richmond county	572	246	818	417	185	602	246	124	370	46	22	20	11	59	66	...	...	32	10	
Roanoke	1595	897	2492	1296	615	1911	995	545	1540	61	61	38	37	76	88	85	38	69	11.2	25
Rockbridge	2479	904	3383	2040	628	2668	1562	564	2126	51	48	32	30	77	90	158	...	29	11.4	56
Rockingham	5772	554	6326	4561	447	5008	3532	365	3897	67	46	41	30	77	81	282	2	32	10.6	66
Russell	2188	99	2287	1652	90	1742	1407	51	1458	47	20	30	10	85	56	42	...	39	11.2	15
Scott	3516	62	3578	2583	57	2640	2190	53	2243	61	25	28	21	84	92	35	...	38	11.7	
Shenandoah	3883	111	3994	3068	91	3159	2319	81	2400	69	39	41	28	75	89	57	...	38	11.1	50
Smyth	1917	276	2193	1623	223	1846	1377	135	1512	54	47	38	23	85	61	38	...	36	10.5	127
Southampton	962	803	1765	790	605	1395	697	505	1202	46	27	33	17	88	83	53	9	27	11.6	71
Spotsylvania	664	497	1161	483	319	802	310	197	507	44	28	20	11	64	61	41	5	25	11.3	53
Fredericksburg	316	218	534	248	161	409	231	154	385	35	58	26	41	93	90	63	...	41	11.3	34
Stafford	806	219	1025	596	144	740	439	119	558	39	31	21	17	73	84	32	...	27	11.4	
Surry	211	210	421	171	124	295	122	85	207	26	20	15	8	71	69	8	...	27	10.7	
Sussex	461	549	1010	332	406	738	260	246	506	47	28	26	12	79	60	7	2	27	10.2	
Tazewell	2134	320	2454	1547	247	1794	1195	195	1390	53	52	29	32	77	80	88	...	30	10.5	36
Warren	797	110	907	593	103	696	432	73	505	55	25	24	17	73	71	...	...	32	11.3	15
Warwick	71	133	204	60	111	171	50	88	138	32	33	22	22	83	79	...	...	24	11	7
Washington	4492	532	5024	3407	430	3837	2474	345	2819	66	46	36	29	73	80	225	5	36	10.7	435
Westmoreland	476	500	976	361	329	690	232	181	413	38	29	19	11	64	55	30	...	30	11.5	3
Wise	1483	18	1501	1262	18	1280	760	14	774	58	45	30	35	60	77	...	...	28	11.5	6
Wythe	2444	573	3017	1877	480	2357	1493	366	1859	70	65	42	42	80	76	150	...	58	10.7	120
York	488	474	962	395	334	729	269	225	494	48	28	27	13	68	67	12	...	35	10.6	
Total for Cities	9,088	5,835	14,923	7,207	4,392	11,599	6,418	3,917	10,335	35	29	25	19	89	89	935	149	42	10.8	498
Total for Counties,	128,590	56,343	184,933	98,314	41,661	139,975	74,103	30,805	104,908	51	31	29	17	75	74	5,955	343	32	11.1	3,219
Total for State	137,678	62,178	199,856	105,521	46,053	151,574	80,521	34,722	115,243	49	31	29	17	76	75	6,890	492	33	11	3,717

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TABLE NO. 2.

Showing number of pupils over 21 years of age, number of schools and average number of months taught, and number yet needed, number of teachers and average salaries.

	Pupils over 21 years of age.			Schools.					Teachers.								
				Number Opened.					White.			Colored.				Average monthly salary from all sources.	
	White.	Colored.	Total.	White.	Colored.	Total.	Average No. of months taught.	No. yet needed which will average 15 pupils.	Male.	Female.	Total White.	Male.	Female.	Total Colored.	Total White and Colored.	Of males.	Of females.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Accomac	2	5	7	41	9	50	6.66	13	19	22	41	7	2	9	50	$33 42	$27 73
Albemarle	8	14	22	58	38	96	6.03	10	42	44	86	10	1	11	97	32 12	31 38
Alexandria City	.....	.....	.....	11	7	18	10	2	2	9	11	1	6	7	18	71 67	38 43
Alexandria County	.....	1	1	4	5	9	11	.....	2	2	4	1	4	5	9	38 89	30 09
Alleghany	2	.....	2	15	1	16	4.58	9	12	4	16	.....	1	1	17	51 04	25 76
Amelia	.....	.....	.....	13	13	26	7.15	5	13	6	19	5	2	7	26	29 00	23 41
Amherst*	.....	.....	.....	31	9	40	4.28	16	25	14	39	1	.....	1	40	32 71	33 10
Appomattox	2	3	5	20	11	31	4.85	12	17	10	27	4	.....	4	31	31 32	27 90
Augusta	18	4	22	107	21	128	5.21	.....	91	33	124	17	.....	17	141	34 86	30 00
Staunton	.....	.....	.....	12	3	15	10	.....	2	14	16	.....	.....	.....	16	190 00	38 00
Bath	.....	.....	.....	19	1	20	4.25	4	14	5	19	1	.....	1	20	32 55	15 81
Bedford	4	8	12	74	26	100	5.16	20	61	23	84	14	5	19	103	34 62	31 20
Bland	15	.....	15	29	1	30	3.70	6	27	2	29	.....	1	1	30	21 80	30 00
Botetourt	102	41	143	54	19	73	4.68	9	40	14	54	9	10	19	73	33 00	31 75
Brunswick	.....	1	1	25	21	46	5.20	15	21	24	45	1	.....	1	46	26 63	28 00
Buchanan	.....	.....	.....	24	1	25	2.92	20	23	1	24	1	.....	1	25	22 28	25 00
Buckingham	.....	.....	.....	37	26	63	5 16	28	34	25	59	4	.....	4	63	23 59	27 81
Campbell	2	.....	2	37	18	55	5.06	5	35	16	51	3	1	4	55	34 67	30 85
Caroline	.....	.....	.....	26	19	45	5	15	17	26	43	1	1	2	45	25 94	18 50
Carroll	.....	.....	.....	55	1	56	4.50	6	49	7	56	1	.....	1	57	22 00	20 00
Charles City	.....	.....	.....	8	7	15	5.46	.....	4	3	7	5	.....	5	12	24 39	25 24
Charlotte	2	1	3	22	18	40	5.60	5	12	12	24	17	.....	17	41	31 56	30 00
Chesterfield	.....	.....	.....	35	20	55	6.20	2	15	25	40	7	8	15	55	28 52	30 50
Manchester	.....	.....	.....	8	4	12	9	.....	1	10	11	1	.....	1	12	62 50	42 50
Clark	3	1	4	19	6	25	6.33	6	12	7	19	3	3	6	25	39 50	26 28
Craig	.....	.....	.....	23	.....	23	3.13	4	20	3	23	.....	.....	.....	23	22 90	20 66
Culpeper	.....	3	3	27	10	37	5.60	6	14	18	32	4	1	5	37	28 62	31 00
Cumberland	.....	.....	.....	19	18	37	4.80	11	21	8	29	2	1	3	32	29 90	27 87

*No report has been received from Amherst, and the figures given for same are those of last year.

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TABLE No. 2—Continued.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Dinwiddie	.....	.....	.....	21	17	38	5 65	4	20	16	36	.....	2	2	38	$28 63	26 12
Elizabeth City	.....	.....	.....	10	12	22	5.50	.....	6	4	10	9	3	12	22	35 12	32 40
Essex	.....	.....	.....	13	12	25	6.28	6	12	8	20	3	2	5	25	33 31	29 41
Fairfax	7	1	8	44	14	58	5.87	6	29	18	47	5	6	11	58	34 77	32 03
Fauquier	9	8	17	49	20	69	5 65	18	39	18	57	10	3	13	70	29 14	26 90
Floyd	5	.....	5	49	3	52	4.80	6	37	12	49	3	.....	3	52	22 27	21 35
Fluvanna	2	2	4	19	11	30	4.99	7	12	22	34	.....	.....	.....	34	28 36	33 40
Franklin	31	3	34	50	12	62	4.74	60	44	15	59	3	.....	3	62	30 55	28 69
Frederick	17	2	19	59	5	64	3 52	8	53	10	63	1	.....	1	64	30 31	27 00
Winchester	1	3	4	5	2	7	9.70	.....	2	3	5	1	1	2	7	59 82	33 59
Giles	7	4	11	36	5	41	4.29	1	24	13	37	5	.....	5	42	22 74	19 30
Gloucester	2	1	3	23	15	38	4.89	1	14	15	29	7	2	9	38	26 27	28 38
Goochland	.....	.....	.....	16	12	28	4.75	13	7	16	23	2	3	5	28	26 58	27 39
Grayson	.....	.....	.....	48	3	51	4.96	3	44	4	48	3	.....	3	51	21 00	17 00
Greene	.....	.....	.....	15	3	18	4.94	.....	5	11	16	2	.....	2	18	35 62	25 60
Greensville	.....	.....	.....	10	9	19	5.20	.....	8	7	15	4	.....	4	19	24 56	24 32
Halifax	.....	.....	.....	42	35	77	5.20	60	37	27	64	8	5	13	77	42 56	28 25
Hanover	.....	.....	.....	30	16	46	5.27	12	22	19	41	2	3	5	46	30 28	30 64
Henrico	2	.....	2	27	15	42	6.75	12	10	25	35	8	4	12	47	37 00	36 30
Henry	.....	.....	.....	27	16	43	5	8	29	11	40	3	.....	3	43	29 85	29 85
Highland	2	.....	2	26	1	27	4 81	6	23	4	27	.....	.....	.....	27	34 25	15 65
Isle of Wight	.....	.....	.....	26	9	35	5.10	7	4	22	26	2	7	9	35	28 33	27 03
James City	.....	.....	.....	9	7	16	5.55	2	10	5	15	1	1	2	17	32 13	23 65
King & Queen	.....	1	1	16	12	28	5.11	2	18	6	24	3	2	5	29	27 82	30 32
King George	.....	.....	.....	13	6	19	5.10	3	11	7	18	1	.....	1	19	22 71	22 80
King William	.....	.....	.....	14	12	26	5.10	1	12	5	17	6	3	9	26	24 57	21 41
Lancaster	.....	.....	.....	10	7	17	5.62	2	9	4	13	4	.....	4	17	32 69	26 30
Lee	31	18	49	59	6	65	4	7	41	20	61	5	1	6	67	26 51	24 71
Loudoun	3	15	18	57	13	70	6.66	9	50	13	63	8	3	11	74	33 14	30 18
Louisa	1	2	3	29	25	54	5	12	23	24	47	4	3	7	54	25 00	24 00
Lunenburg	.....	.....	.....	23	15	38	4.66	10	14	22	36	.....	2	2	38	27 57	29 60
Lynchburg	.....	.....	.....	17	7	24	10	.....	10	15	25	.....	.....	.....	25	68 50	43 57
Madison	.....	.....	.....	31	12	43	4.95	9	15	16	31	11	1	12	43	25 00	25 00
Mathews	.....	.....	.....	17	8	25	4.80	4	8	9	17	1	7	8	25	27 79	21 29
Mecklenburg	.....	2	2	27	23	50	5.16	14	22	14	36	15	3	18	54	32 32	32 33
Middlesex	.....	.....	.....	9	8	17	5	.....	7	3	10	4	3	7	17	26 36	22 42
Montgomery	21	9	30	50	12	62	4.47	5	39	20	59	3	5	8	67	36 45	29 89
Nansemond	.....	.....	.....	29	14	43	4.19	4	9	21	30	10	4	14	44	26 18	27 22
Nelson	.....	.....	.....	39	18	57	5.40	20	33	21	54	3	.....	3	57	27 62	26 35
New Kent	.....	.....	.....	9	9	18	4 94	.....	6	8	14	2	2	4	18	23 03	24 02
Norfolk City	.....	.....	.....	16	8	24	10	.....	4	14	18	.....	6	6	24	100 00	51 00
Norfolk County	.....	.....	.....	26	18	44	6.54	9	21	10	31	10	5	15	46	38 28	26 10
Northampton	.....	.....	.....	13	6	19	6.50	3	7	6	13	3	3	6	19	27 45	26 00
Northumberland	.....	.....	.....	14	6	20	5	4	13	6	19	1	.....	1	20	25 50	29 16
Nottoway	.....	.....	.....	14	12	26	4.99	10	16	8	24	2	.....	2	26	32 39	31 71

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Orange	.....	1	1	26	14	40	5.22	1	6	29	35	4	6	10	45	34 71	25 00
Page	17	1	18	45	4	49	4.43	7	33	13	46	3	.....	3	49	24 71	24 38
Patrick	.....	.....	.....	39	7	46	4.06	17	35	9	44	2	.....	2	46	22 70	22 77
Petersburg	.....	.....	.....	16	10	26	9.75	.....	4	24	28	.....	.....	.....	28	91 85	43 48
Pittsylvania	22	15	37	60	20	80	5.90	50	36	30	66	4	10	14	80	41 60	34 20
Danville	.....	.....	.....	6	5	11	9	.....	4	7	11	.....	1	1	12	61 67	43 75
Portsmouth	.....	.....	.....	9	4	13	10	.....	4	9	13	.....	.....	.....	13	67 50	39 11
Powhatan	.....	.....	.....	13	10	23	7.00	2	14	3	17	2	4	6	23	27 00	23 10
Prince Edward	.....	8	8	22	16	38	5.50	7	17	20	37	4	2	6	43	30 86	32 01
Prince George	1	1	2	14	9	23	5.87	3	10	11	21	1	1	2	23	28 30	27 50
Prince William	1	7	8	33	7	40	5.65	1	23	14	37	5	1	6	43	27 57	28 20
Princess Anne	.....	.....	.....	18	6	24	4 99	8	12	6	18	4	2	6	24	35 75	35 12
Pulaski	.....	.....	.....	30	7	37	5.75	6	25	6	31	4	3	7	38	25 26	21 72
Rappahannock	.....	.....	.....	21	8	29	4.86	8	19	6	25	4	.....	4	29	24 46	19 50
Richmond City	.....	.....	.....	62	35	97	9	20	10	92	102	3	6	9	111	103 72	49 59
Richmond County	.....	.....	.....	13	6	19	5.50	5	12	7	19	.....	.....	.....	19	26 64	30 50
Roanoke	3	2	5	38	14	52	5.33	1	27	11	38	9	5	14	52	30 00	29 10
Rockbridge	9	8	17	70	20	90	5.48	8	53	27	80	10	3	13	93	30 15	25 08
Rockingham	47	4	51	144	13	157	4.84	6	106	45	151	8	3	11	162	34 28	28 39
Russell	23	.....	23	43	2	45	4.87	13	38	5	43	2	.....	2	45	25 71	25 00
Scott	15	.....	15	68	2	70	4.73	10	56	12	68	2	.....	2	70	21 91	21 91
Shenandoah	30	.....	30	79	3	82	5.30	4	65	15	80	1	1	2	82	31 50	33 50
Smyth	3	.....	3	45	6	51	4.47	.....	43	2	45	6	.....	6	51	31 12	23 55
Southampton	.....	.....	.....	34	17	51	4.40	21	16	19	35	10	6	16	51	31 55	27 04
Spotsylvania	2	.....	2	22	10	32	7.09	4	20	11	31	1	.....	1	32	21 05	20 00
Fredericksburg	.....	.....	.....	6	3	9	10	2	1	8	9	1	1	2	11	50 00	28 88
Stafford	1	2	3	21	6	27	4.66	3	17	6	23	.....	.....	.....	23	25 35	20 77
Surry	.....	.....	.....	7	4	11	5 60	6	3	5	8	1	2	3	11	29 58	27 74
Sussex	.....	.....	.....	16	11	27	5.60	3	9	13	22	2	3	5	27	30 16	25 90
Tazewell	13	2	15	51	8	59	4.50	13	45	6	51	7	1	8	59	25 10	33 44
Warren	3	2	5	19	3	22	4.87	6	15	4	19	2	1	3	22	29 73	39 50
Warwick	.....	.....	.....	3	4	7	5.10	3	2	2	4	2	1	3	7	31 25	26 66
Washington	1	1	2	96	12	108	4.66	3	77	19	96	9	3	12	108	30 28	28 44
Westmoreland	.....	.....	.....	13	10	23	5	8	22	1	23	.....	.....	.....	23	32 46	30 00
Wise	.....	.....	.....	45	1	46	2.88	.....	39	6	45	.....	1	1	46	19 90	17 54
Wythe	21	1	22	59	13	72	5.30	.....	41	18	59	6	7	13	72	31 07	29 20
York	.....	.....	.....	12	7	19	4.68	2	12	4	16	1	2	3	19	27 34	29 82
TOTAL FOR CITIES	1	3	4	168	88	256	9.68	24	44	205	249	7	21	28	277	84 30	41 08
TOTAL FOR COUNTIES	512	205	717	3189	1093	4282	5.19	824	2451	1284	3735	411	197	608	4343	29 46	29 18
TOTAL FOR STATE	513	208	721	3357	1181	4538	5.63	848	2495	1489	3984	418	218	636	4620	34 95	30 37

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TABLE No. 3.

Showing amount of money available in counties and cities for public school purposes during the year.

COUNTIES AND CITIES.	STATE FUNDS.		COUNTY FUNDS.		DISTRICT FUNDS.		OTHER FUNDS.			TOTAL.
	Balance on hand August 1, 1875.	Amount received during the year.	Balance on hand August 1, 1875.	Amount received during the year.	Balance on hand August 1, 1875.	Amount received during the year.	Amount received from other counties for tuition, &c.	Amount received for tuition of persons over 21, and for tuition in Higher Branches.	Amount received from other sources.	
	1	2	3	4	5	6	7	8	9	10
Accomac	$	$ 7689 00	$ 485 58	$ 2257 32	$ 420 58	$ 1720 58	$	$ 13 00	$ 714 15	$ 13,300 21
Albemarle	.....	11,035 00	3972 13	8656 95	825 73	1403 00	115 00	38 50	1992 00	28,038 31
Alexandria City	.....	4447 00	.....	.....	1005 29	7200 00	.....	.....	1263 25	13,915 54
Alexandria County	.....	1074 00	.....	295 22	980 85	3471 20	.....	.....	.....	5821 27
Alleghany	.....	1450 00	.....	860 76	.....	607 79	.....	.....	681 00	3599 55
Amelia	.....	3733 00	121 23	1668 69	255 27	1641 43	.....	.....	.....	7419 62
*Amherst	.....	5345 00	165 23	1174 47	1126 37	.....	.....	.....	.....	7811 07
Appomattox	.....	3113 00	1205 12	1354 38	572 50	1327 06	100 00	14 00	.....	7686 06
Augusta	11 02	9415 00	4984 27	7511 25	2560 58	7389 12	.....	23 75	600 00	32,494 99
Staunton	109 25	1859 00	.....	.....	.....	6869 96	.....	.....	2300 00	11,138 21
Bath	.....	1474 00	378 98	532 10	33 02	531 24	.....	.....	.....	2949 34
Bedford	.....	10,212 00	1806 05	5303 10	1679 62	5847 10	5 00	100 50	600 00	25,553 37
Bland	.....	1783 00	80 22	531 43	445 09	562 93	.....	.....	110 02	3512 69
Botetourt	.....	4908 00	70 84	3997 77	476 79	1911 75	.....	276 50	525 00	12,166 65
Brunswick	.....	5236 00	947 09	1615 52	200 99	1251 99	.....	.....	.....	9251 59
Buchanan	.....	2100 00	.....	107 00	.....	107 00	.....	.....	.....	2314 00
Buckingham	.....	5743 00	771 72	2297 34	1192 24	1115 01	.....	.....	.....	11,119 31
Campbell	.....	6299 00	1169 34	2857 50	1979 73	2359 04	.....	8 00	462 50	15,135 11
Caroline	.....	5485 00	3408 27	749 49	326 21	1600 29	.....	.....	.....	11,569 26
Carroll	.....	4219 00	462 86	717 23	133 42	225 31	.....	.....	.....	5757 82
Charles City	.....	1883 00	232 96	.....	324 27	498 51	.....	.....	.....	2938 74
Charlotte	482 31	5679 00	523 82	700 41	77 27	4356 24	.....	.....	.....	11,819 05
Chesterfield	290 64	5289 00	1295 08	3953 47	1772 36	2409 59	.....	.....	340 00	15,350 14
Manchester	40 00	1835 00	.....	.....	.....	2901 96	.....	.....	800 00	5576 96
Clarke	.....	2416 00	1177 52	2365 71	1372 57	2196 28	.....	.....	700 00	10,228 08
Craig	.....	1227 00	.....	516 00	.....	74 90	25 85	.....	.....	1843 75

* No report has been received from Amherst, and the figures given for same (excepting State funds) are those of last year.

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Culpeper	86 42	4012 00	420 15	1960 86	1123 39	2695 45			300 00	10,598 27
Cumberland		3525 00	34 18	846 00	414 26	2615 73				7435 17
Dinwiddie	103 90	4351 00	740 41	1332 41	1390 67	1010 38				8928 77
Elizabeth City		2486 00	651 38	1328 91	242 72	743 41			300 00	5752 42
Essex		3603 00	525 57	1594 00	244 29	531 23			496 48	6994 57
Fairfax		4892 00	2167 18	5503 60	2586 51	5160 23		8 50	1499 75	21,817 77
Fauquier		7541 00	206 48	4099 21	204 60	6794 49		27 50	1235 38	20,108 66
Floyd		4320 00	169 42	1372 54	898 73	1313 21		105 40	100 00	8279 30
Fluvanna		3804 00	115 00	2593 18		1317 23	5 80	6 05		7841 26
Franklin		7923 00	95 00	1570 97	1685 62	1134 88			300 00	12,409 47
Frederick		4372 00	1144 40	2495 39	718 48	3845 10		1 00		12,576 37
Winchester		1407 00				2000 00		45 00	1900 00	5352 00
Giles		2961 00	118 63	811 19	1323 87	832 68				6047 37
Gloucester		4025 00	11 41	1742 44	484 13	1033 92				7296 90
Goochland		3581 00	361 03	711 41	184 69	172 88				5011 01
Grayson		4828 00	187 29	709 83	252 34	151 59				6129 05
Greene		1907 00	364 02	368 74	683 65	559 93				3883 34
Greensville		2555 00	1291 65	900 00	652 37	900 00				6299 02
Halifax	211 21	11,543 00	3686 70	3711 54	3218 18	3071 34				25,441 97
Hanover		6239 00	956 84	1514 70	744 54	728 25				10,183 33
Henrico		5724 00	2813 13	4102 20	1154 33	4966 19			608 00	19,367 85
Henry		5298 00	664 69	1574 63	1119 64	1476 39				10,133 35
Highland		1644 00	331 26	1048 79	112 87	1328 85	24 60	10 00		4500 37
Isle of Wight		3250 00	2008 88	1552 54		780 19				7591 61
James City		1527 00	399 93	1456 30	198 15	621 86			226 54	4429 78
King & Queen		3504 00	392 55	710 36	876 29	2007 28		2 00	365 97	7858 45
King George		2221 00		315 76	401 53	203 72			226 00	3368 01
King William	53 22	2796 00	110 49		196 79	1405 81				4562 31
Lancaster		2087 00	270 17	422 14	145 50	422 15			530 49	3877 45
Lee		5218 00	585 02	1613 08	990 01	1244 15				9650 26
Loudoun		7492 00	2777 93	7813 39	3623 96	7987 62		24 00	18 00	29,736 90
Louisa		6029 00	4094 01	2375 08	4296 95	2375 08				19,170 12
Lunenburg	92 12	4190 00		533 60	309 65	340 14				5465 51
Lynchburg		4093 00			420 53	14,050 00		157 87	230 25	18,951 65
Madison	896 60	3348 00	1390 70	1398 84	1054 30	954 98				9043 42
Matthews	106 51	2105 00	125 00	1120 39	42 50	1042 02				4541 42
Mecklenburg	1215 03	8656 00		1157 85	2843 78	3114 56				16,987 22
Middlesex		1851 00	334 58	792 29	440 78	769 54				4188 19
Montgomery		5659 00	340 73	3247 70	1008 05	2998 39		7 00	787 50	14,048 37
Nansemond		4252 00	491 71	652 12	672 05	631 71				6699 59
Nelson		5418 00	944 60	1904 00		904 23			713 26	9884 09
New Kent		1782 00		450 99	91 17	451 00				2775 16
Norfolk City		6244 00			1375 24	12,388 00			1500 00	21,507 24
Norfolk County		6658 00	2507 27	3752 13	3714 73	3357 89			800 00	20,790 02
Northampton		2877 00	942 67	987 65	604 98	1082 06				6494 36
Northumberland		2312 00	45 75	1009 72	259 66	1009 72				4636 85
Nottoway		3240 00	545 13	908 26	180 29	450 72	60 00	37 50		5421 90
Orange		3893 00	2012 54	2000 00	1025 61	1510 00	30 00			10,471 15
Page		3217 00	186 64	2212 92	1025 54	2183 24		16 50	158 50	9000 34
Patrick		4009 00	245 58		323 61	479 61				5057 20
Petersburg		7417 00				12,873 01			490 97	20,780 98

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TABLE No. 3—Continued.

Counties and Cities.	1	2	3	4	5	6	7	8	9	10
Pittsylvania	$	$ 13,451 00	$ 6952 36	$ 6641 02	$ 7894 50	$ 4936 88			$ 597 00	$ 40,472 76
Danville		1233 00				3556 44			1100 00	5889 44
Portsmouth	898 02	3399 00			36 62	5855 38			1000 00	11,189 02
Powhatan		2664 00	65 61	3192 11						5[illegible]1 72
Prince Edward		4555 00	865 29	2378 42	677 80	2503 04		8 00	235 00	11,222 55
Prince George		2648 00	390 90	1620 95	340 18	505 36				5505 39
Prince William		2758 00	1197 88	3052 95	768 97	1839 18			801 29	10,418 27
Princess Anne	2 86	3155 00	112 16	1707 14	650 28	1716 15			309 93	7653 52
Pulaski		2800 00	105 47	1945 59	501 29	915 24				6267 59
Rappahannock		3071 00	70 10	629 55	173 56	1454 71				5398 92
Richmond City		20,754 00				49.308 96			800 00	70,862 96
Richmond County		2371 00	756 84	657 87	442 51	787 51		7 00	29 39	5052 12
Roanoke		4068 00	854 97	3605 04	965 03	1804 67		5 00	500 00	11,802 71
Rockbridge		6696 00	671 58	5631 34	2022 48	3313 25		791 00	750 00	19,875 65
Rockingham		9815 00	35 79	9235 46	776 87	5711 20		97 50	5584 07	31,255 89
Russell		5159 00	124 41	750 86	800 92	851 26		7 18	686 11	8379 74
Scott		5958 00		1429 92		991 27				8379 19
Shenandoah		5930 00	226 39	4520 37	1273 26	5412 92		1053 00	623 79	19,039 73
Smyth		4169 00	241 23	2614 57	228 48	863 19				8116 47
Southamptom	208 26	5126 00	1213 27	1664 61	1411 41	1455 11		285 00		11,363 66
Spotsylvania		3239 00	852 93	1108 45	437 07	948 81				6586 26
Fredericksburg		1256 00			31 83	3000 00	112 52		750 00	5150 35
Stafford		2746 00	71 78	851 50	423 98	1750 99		7 00		5851 25
Surry		1845 00	668 17	955 71	1073 51					4542 39
Sussex		2968 00	761 30	1273 51	988 87	1273 51				7265 19
Tazewell		4664 00	618 24	1609 87	2315 93	1561 38		8 50	3200 45	13,978 37
Warren		2219 00	239 72	1327 20	650 55	1468 13				5904 60
Warwick		628 00	329 58	358 15	273 25	240 02				1829 00
Washington		8003 00		6131 60	166 85	605 97	185 50	38 25	165 00	15,296 17
Westmoreland		2943 00	867 80	665 88	518 77	845 73			114 02	5955 20
Wise		2601 00		174 95		330 00				3105 95
Wythe		4393 00	1523 21	2487 55	1882 22	4242 42	84 87	359 00	5234 62	20,206 89
York	20 00	2670 00	62 73	396 57	435 79	827 65				4392 94
Total for Cities	$ 1047 27	$ 53,944 00			$ 2869 51	$ 120,003 71	112 52	202 87	$ 12,134 47	$ 190,314 35
Total for Counties	3760 30	428,845 00	$ 80,945 72	$ 198,921 47	88,314 95	172,473 94	636 62	3386 13	34,221 21	1,011,505 34
Total for State	4807 57	482,789 00	80,945 72	198,921 47	91,184 46	292,477 65	749 14	3589 00	46,355 68	*1,201,819 69

* It is proper to state that although this Total is the correct summing up of the Reports received from the counties, it is in excess of the true amount by $749.14, inasmuch as that amount was paid by some counties to others, thereby apparently though not really increasing the amount in question. A similar statement is applicable to the total reported as paid out in the next table.

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TABLE No. 4,

Showing amount paid out during the year; also balance on hand, and debts due.

COUNTIES AND CITIES.	PAID OUT DURING THE YEAR.								BALANCES ON HAND.		Grand Total.	DEBTS DUE.	
	For Teachers' wages.	For pupils attending school in other counties.	For real estate, buildings and furniture.	For School Apparatus.	For fuel, rent, repairs, books, and other contingent expenses.	For pay of clerks and treasurers.	For supplement to salary of Superintendent and expenses of County School Board.	Total paid out.	County and District funds on hand August 1, 1876.	State funds on hand August 1, 1876.		Due Teachers and Superintendent August 1, 1876.	Due for all other expenses, August 1, 1876.
	1	2	3	4	5	6	7	8	9	10	11	12	13
Accomac	$ 9812 72	$	$ 122 71	$	$ 1624 30	$ 335 23	$ 358 00	$ 12,252 96	$ 1047 25	$	$ 13,300 21	$ 610 00	$142 00
Albemarle	17,728 25	5 80	173 67	3 50	980 79	1135 37	386 92	20,414 30	5535 55	2088 46	28,038 31	56 33	
Alexandria city	7915 00	.....	838 35	10 75	2113 49	391 50	.....	11,269 09	2646 45	.....	13,915 54	.....	139 72
Alexandria county	3338 50	.....	.....	24 15	670 63	355 44	.....	4388 72	1432 55	.....	5821 27	22 50	32 75
Alleghany	2888 50	.....	204 32	2 70	190 81	128 83	.....	3415 16	184 39	.....	3599 55		
Amelia	3942 44	60 00	200 00	.....	591 09	458 60	125 00	5377 13	1827 70	214 79	7419 62	1271 84	770 65
Amherst*	5717 55	.....	.....	.....	48 41	247 82	.....	6013 78	1797 29	.....	7811 07		
Appomattox	4379 00	.....	593 50	15 94	212 32	269 85	80 00	5550 61	2135 45	.....	7686 06	264 75	
Augusta	18,544 09	.....	6723 71	.....	549 79	970 41	450 00	27,238 00	5194 09	62 90	32,494 99	83 35	100 00
Staunton	9248 75	.....	.....	.....	1789 46	100 00	.....	11,138 21	.....	.....	11,138 21		
Bath	1982 03	24 60	352 37	4 36	52 58	156 89	123 75	2696 58	252 76	.....	2949 34		
Bedford	16,461 36	.....	1964 43	57 18	668 50	1160 22	350 00	20,661 69	4891 68	.....	25,553 37	249 18	
Bland	2419 76	.....	266 83	.....	46 61	210 87	10 70	2954 77	557 92	.....	3512 69	182 64	198 42
Botetourt	9558 33	.....	772 33	.....	433 58	504 34	250 00	11,518 58	648 07	.....	12,166 65	459 48	241 05
Brunswick	6677 50	.....	579 00	23 73	189 42	556 71	180 00	8206 36	1045 23	.....	9251 59		
Buchanan	2058 00	.....	.....	.....	.....	184 14	.....	2242 14	71 86	.....	2314 00	1181 12	
Buckingham	7746 88	.....	627 08	10 25	387 15	653 93	.....	9425 29	1694 02	.....	11,119 31	919 64	97 16
Campbell	9017 05	.....	2434 55	.....	840 35	449 66	150 00	12,891 61	2243 50	.....	15,135 11	161 95	417 12
Caroline	5836 25	.....	103 40	.....	367 91	325 15	6 00	6638 71	4930 55	.....	11,569 26	.....	200 00
Carroll	4807 10	.....	.....	.....	67 74	259 63	.....	5134 47	623 35	.....	5757 82	418 11	62 20
Charles City	1999 60	.....	207 30	.....	62 28	181 77	7 67	2458 62	480 12	.....	2938 74		
Charlotte	6305 75	.....	1379 39	.....	1104 33	1002 22	322 26	10,113 95	1705 10	.....	11,819 05	583 51	
Chesterfield	9705 03	.....	479 15	.....	680 00	640 29	330 50	11,834 97	3506 57	8 60	15,350 14	1218 00	572 00
Manchester	4950 00	.....	.....	.....	205 26	321 70	100 00	5576 96	.....	.....	5576 96	.....	1326 25
Clarke	4950 78	.....	2043 67	5 68	472 57	354 38	150 00	7977 08	2251 00	.....	10,228 08	150 00	57 89
Craig	1654 82	.....	.....	.....	22 70	.....	66 23	1743 75	100 00	.....	1843 75		
Culpeper	5807 58	.....	1036 45	.....	1171 82	371 90	214 17	8601 92	1996 35	.....	10,598 27	745 50	513 84
Cumberland	4097 24	.....	446 00	.....	471 49	560 73	414 47	5989 93	1445 24	.....	7435 17	371 27	

*No report has been received from Amherst, and the figures given for the same are those of last year.

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TABLE No. 4—Continued.

Counties and Cities.	1	2	3	4	5	6	7	8	9	10	11	12	13
Dinwiddie	$ 5738 08	$	$ 151 33	$ 9 86	$ 79 00	$ 550 28	$ 200 00	$ 6728 55	$ 2050 22	$ 150 00	$ 8928 77	$ 7 00	$ 21 92
Elizabeth City	4155 00	.....	317 42	.....	506 83	269 76	16 75	5265 76	486 66	.....	5752 42	205 00	269 15
Essex	5229 78	.....	247 82	8 51	524 15	244 60	153 02	6407 88	262 74	323 95	6994 57	146 42	529 17
Fairfax	11,542 75	.....	1762 15	15 36	1524 27	718 97	152 00	15 715 50	6102 27	.....	21,817 77	100 00	
Fauquier	11,487 32	.....	3768 20	17 00	1421 93	1386 56	351 22	18,432 23	1676 43	.....	20,108 66	847 01	1400 00
Floyd	5455 94	.....	303 33	8 95	209 75	282 87	155 00	6415 84	1821 06	42 40	8279 30	268 32	
Fluvanna	5894 53	115 00	558 78	.....	405 80	504 46	225 00	7703 57	137 69	.....	7841 26	564 68	870 13
Franklin	9095 27	.....	.....	.....	136 80	549 94	.....	9782 01	2453 26	174 20	12,409 47	339 83	
Frederick	7089 79	.....	1310 90	.....	414 86	523 01	176 03	9514 59	3061 78	.....	12,576 37	1148 45	
Winchester	3213 57	.....	740 85	.....	1301 48	96 10	.....	5352 00	.....	.....	5352 00	246 41	
Giles	3533 29	25 85	37 00	.....	460 96	312 99	12 00	4382 09	1665 28	.....	6047 37		
Gloucester	5064 45	.....	340 00	.....	217 01	418 61	6 00	6046 07	1250 83	.....	7296 90		
Goochland	3551 50	.....	95 21	.....	60 29	168 02	317 00	4192 02	613 15	205 84	5011 01		
Grayson	4976 06	.....	.....	.....	5 30	301 53	12 45	5295 34	831 03	2 68	6129 05	.....	24 23
Greene	2029 12	.....	89 61	.....	267 93	173 28	81 00	2640 94	1242 40	.....	3883 34		
Greensville	2735 00	.....	.....	.....	46 15	248 68	155 00	3184 83	3114 19	.....	6299 02	250 00	
Halifax	15,521 16	.....	930 88	.....	1245 35	905 43	397 35	19,000 17	6411 76	30 04	25,441 97	82 61	3426 35
Hanover	7212 50	.....	485 40	.....	47 76	377 51	370 52	8493 69	1689 64	.....	10,183 33	330 00	
Henrico	10,340 50	.....	4331 45	.....	1884 77	316 47	251 70	17,124 89	2242 96	.....	19,367 85	.....	2132 85
Henry	6109 02	5 00	793 67	.....	447 29	447 88	250 89	8053 75	2027 08	52 52	10,133 35	619 24	106 49
Highland	2581 55	.....	1089 59	.....	58 82	272 25	187 50	4189 71	310 66	.....	4500 37		
Isle of Wight	4846 59	.....	137 45	.....	77 00	186 38	202 50	5449 92	2141 69	.....	7591 61	199 80	30 00
James City	3038 95	.....	267 93	.....	265 15	103 44	57 50	3732 97	696 81	.....	4429 78	34 12	39 76
King & Queen	4211 50	.....	498 38	.....	346 66	469 75	.....	5526 29	2332 16	.....	7858 45		
King George	2330 71	.....	97 10	.....	351 58	171 02	216 53	3166 94	201 07	.....	3368 01	34 29	
King William	2778 75	.....	328 48	12 55	270 92	580 26	28 87	3999 83	535 12	27 36	4562 31	528 03	
Lancaster	2783 42	.....	21 00	.....	540 56	161 81	114 00	3620 79	256 66	.....	3877 45	.....	90 64
Lee	6953 65	.....	75 83	.....	497 70	627 89	8 00	8163 07	1487 19	.....	9650 26	240 26	26 85
Loudoun	16,043 01	.....	4081 22	15 00	3339 22	596 62	.....	24,075 07	5661 83	.....	29,736 90		
Louisa	7010 50	30 00	1180 97	.....	617 46	736 83	.....	9575 76	9594 36	.....	19,170 12		
Lunenburg	4198 36	.....	141 20	.....	203 50	174 60	125 00	4842 66	622 85	.....	5465 51	343 46	1391 50
Lynchburg	13,049 02	.....	143 90	45 46	3928 49	186 97	999 96	18,353 80	597 85	.....	18,951 65	83 37	142 96
Madison	4750 22	.....	.....	.....	1155 09	66 96	108 00	6080 27	2426 75	536 40	9043 42	9 46	
Mathews	2105 00	.....	210 00	13 75	273 59	337 76	106 00	3046 10	1230 82	264 50	4541 42	560 00	20 00
Mecklenburg	7067 55	.....	2070 55	.....	369 93	800 25	368 00	10,676 28	3675 30	2635 64	16,987 22	1047 07	560 32
Middlesex	2253 89	.....	39 31	.....	134 15	269 56	.....	2696 91	1491 28	.....	4188 19	35 61	
Montgomery	9211 48	.....	2462 80	6 00	581 47	675 09	152 00	13,088 84	959 53	.....	14,048 37	928 10	656 20
Nansemond	4803 99	.....	766 22	6 85	110 80	258 10	292 00	6237 96	461 63	.....	6699 59	208 21	
Nelson	8151 55	.....	302 76	.....	147 65	341 16	403 00	9346 12	537 97	.....	9884 09	.....	46 60
New Kent	2098 81	.....	97 77	2 50	279 57	149 26	62 48	2690 39	84 77	.....	2775 16		
Norfolk city	14,200 00	.....	280 39	64 80	3165 76	724 88	600 00	19,035 83	2471 41	.....	21,507 24		
Norfolk county	11,060 00	.....	2084 07	4 50	797 35	861 18	376 25	15,183 35	5606 67	.....	20,790 02	329 25	634 44
Northampton	3109 36	.....	734 02	.....	523 41	311 39	109 00	4787 18	1707 18	.....	6494 36	330 00	1000 00
Northumberland	2475 46	.....	219 04	.....	158 14	183 43	285 68	3321 75	1315 10	.....	4636 85	436 60	93 60
Nottoway	3629 95	.....	298 50	.....	369 78	120 02	242 91	4661 16	760 74	.....	5421 90	467 96	423 39

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Orange	$ 5432 91	$	$ 380 47	$	$ 687 75	$ 241 10	$	$ 6742 23	$ 3728 92	$	$ 10,471 15	$ 175 00	$
Page	5452 03	.....	1531 67	.....	552 88	443 55	100 00	8080 13	920 21	.....	9000 34		
Patrick	3998 94	.....	.....	.....	178 76	196 30	.....	4374 00	683 20	.....	5057 20	27 68	
Petersburg	13,606 33	.....	.....	15 00	3503 18	400 00	.....	17,524 51	3256 47	.....	20,780 98		
Pittsylvania	17,388 05	.....	2426 90	227 59	932 52	1986 53	356 00	23,317 59	17,155 17	.....	40,472 76	.....	228 12
Danville	4718 95	.....	119 75	.....	1016 28	34 46	.....	5889 44	.....	.....	5889 44		
Portsmouth	6260 00	.....	11 00	60 00	1219 02	433 42	366 66	8350 10	1065 80	1773 12	11,189 02	170 00	195 34
Powhatan	4588 74	.....	197 16	22 87	203 43	308 65	312 00	5632 85	288 87	.....	5921 72		
Prince William	6036 30	.....	639 75	.....	1053 26	496 29	56 67	8282 27	2136 00	.....	10,418 27	228 38	1283 00
Prince George	3616 73	.....	188 35	9 49	242 75	372 94	220 50	4650 76	854 63	.....	5505 39	331 37	61 87
Prince Edward	6348 65	100 00	827 28	19 25	996 69	569 65	204 00	9065 52	2157 03	.....	11,222 55	193 16	514 10
Princess Anne	4334 52	.....	615 52	3 00	679 61	545 48	257 75	6435 88	1217 64	.....	7653 52	113 06	
Pulaski	4515 51	.....	599 20	.....	221 98	341 76	150 00	5828 45	439 14	.....	6267 59	414 73	19 66
Rappahannock	3532 12	.....	100 00	.....	385 19	223 47	.....	4240 78	1041 26	116 88	5398 92	87 94	336 74
Richmond city	55,962 58	.....	1588 31	200 00	10,462 07	1000 00	1650 00	70,862 96	.....	.....	70,862 96		
Richmond county	2905 74	.....	195 18	2 45	293 31	241 34	128 00	3766 02	1286 10	.....	5052 12		
Roanoke	8234 00	.....	728 45	5 00	795 50	449 77	100 00	10,312 72	1489 99	.....	11,802 71		
Rockbridge	13,716 67	.....	1440 12	6 50	1573 21	632 72	.....	17,369 22	2506 43	.....	19,875 65		
Rockingham	25,435 54	.....	2124 42	.....	1462 62	1089 32	367 80	30,479 70	776 19	.....	31,255 89	1938 37	675 53
Russell	5784 16	.....	383 10	.....	161 62	324 49	110 00	6763 37	1535 76	80 61	8379 74		
Scott	7255 65	.....	250 00	.....	540 27	333 27	.....	8379 19	.....	.....	8379 19		
Shenandoah	12,421 66	.....	1932 70	.....	2581 42	645 97	.....	17581 76	1457 97	.....	19,039 73	1484 94	1558 31
Smyth	6194 09	270 37	539 05	.....	213 93	281 60	132 50	7631 54	484 93	.....	8116 47	316 03	110 49
Southampton	7325 46	.....	687 45	5 90	259 48	636 84	360 00	9275 13	1845 08	243 45	11,363 66	687 69	
Spotsylvania	4580 00	89 52	419 51	.....	383 01	222 85	.....	5694 89	891 37	.....	6586 26	70 00	
Fredericksburg	3952 24	.....	180 50	20 00	806 87	140 74	50 00	5150 35	.....	.....	5150 35	131 78	18 44
Stafford	3105 00	23 00	794 87	11 04	35 00	407 99	165 00	4541 90	1309 35	.....	5851 25		
Surry	2334 39	.....	127 21	.....	40 05	148 66	160 17	2810 48	1731 91	.....	4542 39	499 98	84 00
Sussex	4424 83	.....	99 70	6 00	432 04	453 43	150 00	5566 00	1699 19	.....	7265 19	180 00	
Tazewell	7621 00	.....	1877 97	.....	240 16	437 18	224 80	10 401 11	3577 26	.....	13,978 37		
Warren	3459 20	.....	80 50	.....	181 05	35 00	163 26	3919 01	1985 59	.....	5904 60		
Warwick	1051 66	.....	82 43	.....	117 95	66 00	34 35	1352 39	476 61	.....	1829 00		
Washington	12,501 50	.....	.....	.....	325 20	1017 23	202 00	14,045 93	1250 24	.....	15,296 17	611 64	80 00
Westmoreland	3576 50	.....	598 52	.....	241 75	245 57	179 50	4841 84	1113 36	.....	5955 20		
Wise	2592 81	.....	.....	.....	67 44	140 94	30 00	2831 19	274 73	.....	3105 92		
Wythe	11,745 94	.....	5505 32	4 85	1969 51	495 33	.....	19,720 95	485 94	.....	20,206 89	.....	135 31
York	2945 38	.....	300 00	.....	297 74	339 76	110 00	3992 88	400 06	.....	4392 94	314 92	86 35
TOTAL FOR CITIES	$137,076 44	.....	$ 3,903 05	$ 416 01	$29,511 36	$ 3,829 77	$ 3,766 62	$178,503 25	$ 10,037 98	$1,773 12	$ 190,314 35	$ 649 56	$ 1,822 71
TOTAL FOR COUNTIES	$626,147 10	$749 14	$79,110 00	$ 592 26	$51,629 96	$43,001 22	$14,978 12	$816,207 80	$188,036 32	$7,261 22	$1,011,505 34	$27,259 84	23,326 15
TOTAL FOR STATE	$763,223 54	$749 14	$83,013 05	$1,008 27	$81,141 32	$46,830 99	$18,744 74	$994,711 05	$198,074 30	$9,034 34	$1,201,819 69	$27,909 40	$25,148 86

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Appropriations from the Peabody Fund.

Staunton	$2,000	Danville	$ 400
Winchester	1,500	Tazewell	300
Norfolk	1,500	Falls Church	300
Alexandria	1,000	Bridgewater	300
Portsmouth	1,000	Chincoteague	300
Teachers' Institutes	1,000	Berryville	300
Manchester	800	Blacksburg	*300
Richmond Normal School (colored)	800	Culpeper	300
Hampton Normal School (colored),	800	Churchville	300
Fredericksburg	750	Fincastle	300
Lexington	750	Waynesboro'	300
Warrenton	600	Asbury	300
Wytheville	600	Midlothian	300
Salem	500	Journal of Education	200
Christiansburg	300	Liberty (colored)	150
Charlottesville	450	Strasburg	100
Liberty (white)	450	Floyd Court House	100
Woodstock	450		
			$19,800

* Blacksburg failed to comply with conditions, and did not receive this sum.—S. P. I.

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LITERARY FUND.

SECOND AUDITOR'S REPORT.

SECOND AUDITOR'S OFFICE,
RICHMOND, *August* 1, 1876.

Dr. W. H. RUFFNER,
Superintendent of Public Instruction:

I here present a statement of the receipts and disbursements on account of the Literary Fund, from 31st July, 1875, to the 1st August, 1876, the commencement of the fiscal year.

RECEIPTS.

From capitation and property tax—

Of William F. Taylor, Auditor of Public Accounts, for Public Free Schools, for the year 1875-'6:

1875, Dec. 22	$121,000 00	
1876, March 21	5,000 00	
" June 23	300,000 00	
		$426,000 00

From interest on Virginia State Stock—

On warrants of Asa Rogers, Second Auditor:

1876, July 6—For 6 months to 1st January, 1876, on $969,651.92 of 6 per cent. funded registered bonds,	$29,089 55	
" " 17—For 6 months to 1st July, 1876, on same in part,	16,000 00	
" " 6—For 6 months to 1st January, 1876, on $134,506,67 of 5 per cent. funded registered bonds,	3,362 67	
		48,452 22

From interest on loan to Washington College—

1876, July 17—For 12 months interest to 1st July, 1876, on a 6 per cent. loan of $2,000 to Washington College	120 00

From interest on Richmond City Stock—

1876, July 17—Of the City of Richmond, 12 months' interest to 1st July, 1876, on $400 of 6 per cent. stock	24 00
	$474,596 22

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On account of the Dawson Fund—

1876, May 5—The net proceeds of the collection of the bond of Daniel Keith, principal $424.83, and interest $188.05, payable to Albemarle and Nelson counties for education	*612 88
Amount of receipts	$475,209 10
Balance in the treasury to the credit of the fund on 1st August, 1875	32,887 98
	$508,097 08

DISBURSEMENTS.†

1875–'6—To county treasurers	$468,680 64
To county superintendents of schools	27,760 59
On account of the salaries of the clerks in the office of the Superintendent of Public Instruction	2,883 00
For printing	679 36
For stationery	1,092 67
For postage	816 08
For the *Educational Journal*	384 62
For miscellaneous expenses	740 64
	$503,037 60

On account of escheats and derelict estates, to wit:

For payment of advertising, costs, &c., in the suit of the Commonwealth vs. Oliver Hale's adm'r, in the Circuit Court of Albemarle county, for the recovery of derelict property of said Hale, deceased	50 00
	$503,087 60
Balance in the treasury to the credit of the fund on the 1st August, 1876	5,009 48
	$508,097 08

Very respectfully,

ASA ROGERS, *Second Auditor.*

August 1, 1876.

* This money was not a part of the general school fund.—S. P. I.

† The corresponding statement from the office of the Superintendent of Public Instruction gives the *actual cost* of the system for the year.—S. P. I.

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